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ABSTRACT

In accordance with federally mandated evaluation requirements, Enterprises for New Directions (END), Inc., was requested to conduct a summative external evaluation of the 1977-78 Association of Community College Trustees (ACCTion) Consortium. The Consortium consists of 114 two-year colleges nationwide which receive technical assistance through Title III of the Higher Education Act. Activities are coordinated through four regional centers, each with a specific topic area, including community services, instruction, resource development, and student development services. This report presents results of the END evaluation based on surveys of professional staff at the Centers and at participating institutions, chief campus administrative officers, and ACCTion Coordinators; sample interviews with Coordinators and administrative officers; site visits; and observations of meetings and activities. General findings are presented for the project as a whole and for each regional center. Center evaluations cover: (1) objectives and degree of attainment; (2) scope of services; (3) needs assessment; (4) assessment of services and delivery systems; (5) institutional overviews; (6) significance of various institutional variables; and (7) suggestions for change. The report also includes a history of the Consortium, implementation design for the evaluation, and recommendations. (DR)

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ED176819

THIRD-PARTY EVALUATION
1977 - 1978
OF THE ACCTION CONSORTIUM

A TECHNICAL ASSISTANCE PROJECT
FOR TWO-YEAR INSTITUTIONS

Submitted to:

ACCTion Coordinating Board

ACCTion Consortium

Washington, D.C.

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Washington, D.C.

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It is impossible to acknowledge all these people individually, but a few deserve special mention. The staff of the ACCTion Coordinating Office and of the four Centers have been most cooperative in sharing with us their successes and frustrations. The support staffs have been prompt in responding to requests for information. Michael Crawford and Richard Witter have given freely of their time and shared many of their insights, their hopes, and their concerns. The Center Directors, Gay Dahn, Jack Hunter, Nicholas Beninate, and Lee Betts, have been supportive throughout this project. To all these people END says thank you.

END is pleased to have this opportunity to provide its services to the ACCTion Consortium and hopes that the information in this report will assist the Consortium in improving the delivery of its services.

EXECUTIVE SUMMARY

Introduction

This executive summary provides an overview of the third-party summative evaluation, 1977-78, of the ACCTion Consortium, conducted by Enterprises for New Directions, Inc. (END). Specifically, it summarizes the objectives and scope of the study and END's major conclusions and recommendations regarding the impact and effectiveness of the ACCTion Consortium's program.

Objectives

The principal objectives of this evaluation were to assess the following:

- The impact of the ACCTion Consortium on the 114 participating institutions
  - The achievement of ACCTion goals and objectives
  - The operations and activities of the ACCTion Coordinating Office
  - The operations and activities of the four ACCTion Centers:

    Community Services ACCTion Center, Kirkwood Community College, Cedar Rapids, Iowa

    Instructional ACCTion Center, Tri-County Technical College, Pendleton, South Carolina

    Resource Development ACCTion Center, Brevard Community College, Cocoa, Florida

    Student Development Services ACCTion Center, Hesston College, Hesston, Kansas
  - The relationship of the Centers' Advisory Boards to each Center
- The effectiveness of the procedural implementation of the ACCTion Consortium Program:
  - Planning
  - Management
  - Evaluation

Scope

The evaluation of the ACCTion Consortium program was based on

- The results of surveys of the following:
  - The professional staff of the ACCTion Coordinating Office
  - The professional staff of each ACCTion Center
  - Members of Advisory Boards to each ACCTion Center
  - Chief campus administrative officers (usually the president) of ACCTion-participating colleges
  - ACCTion Coordinators of participating colleges
- The results of interviews conducted with a sample of ACCTion Coordinators and chief campus administrative officers
- The results of site visits to each of the four ACCTion Centers
- The results of observations at technical assistance activities and other ACCTion-sponsored workshops and meetings
- Results and outcomes statements supplied by the Centers

END analyzed these data and formed conclusions and made recommendations.

Conclusions

The following highlights selected survey results and a sample outcome for each of the four ACCTion Centers.

Community Services ACCTion Center

The range of medians for the Achievement of Overall ACCTion Goals/Objectives, 1977-78, for the ACCTion Coordinators is 5.07 to 6.69 on a 7-point scale; chief campus administrative officers' responses range from 4.90 to 6.73. ACCTion Coordinators rate the Assessment of ACCTion Services from 6.11 to 6.63; chief campus administrative officers' responses range from 6.00 to 6.44.

The range of medians for the section Center Service Delivery is from 5.05 to 6.75 for ACCTion Coordinators; the highest median response is given to appropriateness and timeliness of information dissemination. For chief campus administrative officers, the range of medians for this same section is 5.40 to 6.79; the highest response is again related to appropriateness of information disseminated.

As an example of an outstanding outcome resulting from affiliation with the Community Services ACCTion Center, at Iowa Western Community College, Council Bluffs, Iowa, a women's center was developed. In addition, there has been a 10% increase in enrollments in the rural areas; four new staff members have been hired; new emphasis has been placed on improving the health program; and a diagnostic/prescriptive approach is being used to individual programs for its learning center.

Instructional ACCTion Center

The range of medians for the Achievement of Overall ACCTion Goals/Objectives, 1977-78, for ACCTion Coordinators is 5.04 - 6.50 on a 7-point scale; chief campus administrative officers' responses range from 4.72 to 6.69. ACCTion Coordinator rate the Assessment of ACCTion Services from 6.12 to 6.63; chief campus administrative officers' responses range from 5.96 to 6.54.

The range of medians for the section assessing Center Service Delivery is from 4.50 to 6.68 for ACCTion Coordinators, the highest median response being given to the variable addressing continuity of relationships with ACCTion staff members. For chief campus administrative officers, the range of medians for this same section is 4.80 - 6.44, the highest response being given to professional competence of the Center staff.

As an example of an outstanding outcome resulting from affiliation with the Instructional ACCTion Center, at Newbury Junior College, Boston, Massachusetts, detailed course syllabi for 18 courses in the management curriculum have been written and implemented; detailed course outlines have been prepared for 15 courses, with correlated listing of media materials available to support each teaching strategy; the bilingual program has been evaluated and restructured to reflect competencies; and detailed curriculum outlines have been prepared in 20 courses taught by part-time faculty. In sum, extensive effort has been expended in the area of curriculum development and revision.

Resource Development ACCTion Center

The range of medians for the Achievement of Overall ACCTion Goals/Objectives, 1977-78, for ACCTion Coordinators is 4.71 to 6.54 on a 7-point scale; chief campus administrative officers' responses range from 4.68 to 5.88. ACCTion Coordinators rate the

Assessment of ACCTion Services from 6.00 to 6.14; chief campus administrative officers' responses range from 5.75 to 6.14.

The range of medians for the section assessing Center Service Delivery is from 5.70 to 6.50 for ACCTion Coordinators; the highest median response is given to the provision of opportunity for interaction among similar institutions. For chief campus administrative officers, the range of medians for this same section is 4.90 to 6.15, the highest response being given to appropriateness of information disseminated.

As an example of an outstanding outcome resulting from affiliation with the Resource Development ACCTion Center, Arkansas State University, Beebe Branch, Beebe, Arkansas has created a resource development department with full-time staff. The institution's faculty is now keenly aware of the need for increased Federal and foundation funding. A strong bond has been established between the Win Rock Foundation and the institution, which will yield additional external developmental funds. A private foundation has been created to assist the institution's fund raising efforts.

Funding has been received from CETA, Title VI-A, Title I, Exxon, and the Arkansas Endowment for the Humanities.

Beebe Branch has joined with other similar institutions in a consortium to investigate international education programs. Efforts are being made to design a program to reach rural disadvantaged women.

Student Development Services ACCTion Center

The range of medians for the Achievement of Overall ACCTion Goals/Objectives, 1977-78, for ACCTion Coordinators is 4.50 to 6.60 on a 7-point scale; chief campus administrative officers' responses range from 5.20 to 6.30. ACCTion Coordinators rate the Assessment of ACCTion Services from 6.21 to 6.60; chief campus administrative officers' responses range from 6.18 to 6.50.

The range of medians for the section Center Service Delivery is from 5.18 to 6.75 for ACCTion Coordinators; the highest median response is given to the professional competence of the Center staff. For chief campus administrative officers, the range of medians for this same section is 5.86 to 6.64, the highest response being given to appropriateness, timeliness, usefulness, and clarity of information disseminated.

As an example of an outstanding outcome resulting from affiliation with the Student Development Services ACCTion Center, at Fisher Junior College, Boston, Massachusetts, admissions procedures were redesigned to include computerized record-keeping

In addition, training of a new admissions staff member has strengthened the college's recruitment and admissions procedures. By the end of the first year of ACCTion affiliation, applications had increased by 70%, and enrollment was up by 35% at the close of the third year.

* * * * * * * * *

Most ACCTion Coordinators and chief campus administrative officers favor multiple center memberships, indicating the potential for increased program integration, more rapid institutional development, and greater opportunities to exchange ideas and information. The primary disadvantages cited are limited staff, time, and money.

When asked to suggest changes that would improve ACCTion services, Coordinators and chief campus administrative officers from the four Centers focus on two areas: an increase in management development programs and an increase in workshops.

Though concerned with possible delays in new activities and a decline in the quality of the ACCTion program areas, most colleges indicate that the program/activities begun with the sponsorship and assistance of the ACCTion Centers will continue. ACCTion has provided personnel with the skills and the techniques either to help themselves or to find the type of assistance they need.

The variety of responses received to questions on the functions of the Center Advisory Boards indicates that duties and responsibilities of Board members have not been clearly defined. The most often repeated function is that of assisting the ACCTion Centers in program evaluation.

There is unanimous agreement that the Advisory Boards are very successful in fulfilling their responsibilities and that the relationship between Center staff and Advisory Board members is very positive in all four Centers.

* * * * * * * * *

It is evident that the ACCTion Consortium has been effective in the following areas:

- In accomplishing the purposes of a consortium

- In providing opportunities for interaction for personnel in the ACCTion-participating colleges
  - With personnel in other ACCTion-participating institutions
  - With outside consultants
  - With personnel in nonparticipating institutions

- In meeting many of the needs of affiliated two-year colleges in a relatively efficient, cost-effective, and timely manner

- In providing ACCTion-participating institutions with information and resources related to the four functional areas: community services, instructional, resource development, and student development services

- In upgrading staff skills and strengthening programs in the four functional areas

- In increasing staff knowledge and awareness of the potential for the development in one of the functional areas

- In conducting needs assessments for each of the participating institutions

- In developing evaluation instruments for each form of technical assistance offered

It is evident that the ACCTion Consortium has been less effective in these areas:

- In developing specific, measurable objectives, with tasks and measurable performance criteria to be accomplished within a certain time frame

- In long-range planning for the Consortium

- In assisting the colleges to engage in long-range planning in the functional area of operation

- In developing a uniform data-collection system

- In developing guidelines for the roles and responsibilities of the Advisory Boards

- In establishing baseline data

- In establishing a system for the collection of data regarding direct and indirect costs to the participating colleges

Recommendations

On the basis of the foregoing conclusions, END provides the following major recommendations:

- That the ACCTion Coordinating Office, in conjunction with the Center Directors, develop a uniform data-collection system
- That the ACCTion Consortium begin the systematic collection of baseline data for each affiliated institution
- That the ACCTion Coordinating Office provide the leadership for the development of a planning process for the ACCTion Consortium
- That the Centers assist the colleges in the development of long-range plans in the functional area of operation
- That Center staffs address their attention to assisting the institutions in the development of specific, measurable objectives
- That outcomes, results, and accomplishments be reported in a more consistent manner
- That consideration be given to flexible affiliation periods and to multiple Center affiliations to better meet the needs of ACCTion-participating institutions
- That ACCTion staff search for new and different approaches to providing technical assistance to affiliated institutions
- That efforts continue in the seeking out of resources to fund the management training programs requested by many of the ACCTion-participating institutions
- That there must be increased efforts to involve chief campus administrative officers of all ACCTion-participating institutions in ACCTion-related activities
- That Center staffs, in conjunction with Advisory Board members, develop guidelines for the roles and responsibilities of the Advisory Boards

Summary

In summary, the ACCTion Consortium has produced desirable effects on the 114 two-year postsecondary institutions affiliated with the Consortium. The institutions have demonstrated change, growth, and development in one of the four functional areas of operation: community services, instruction, resource development, and student services. Affiliation with the ACCTion Consortium is providing campus personnel with the skills and techniques to bridge the gap to the mainstream of higher education.

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I. INTRODUCTION

The ACCTion Consortium is the largest educational consortium in the United States. It includes 114 two-year colleges located in all parts of this country. These institutions are public and private; vocational, technical, and community colleges; single-campus and multicampus; and urban, rural and suburban in setting. Each institution is unique, but as a group they have some needs in common. It was to meet these needs that the ACCTion Consortium was designed and funded by the Strengthening Developing Institutions Program, Title III of the Higher Education Act of 1965, as amended.

Legislative Intent of Title III

Under the authority of Title III of the Higher Education Act of 1965, as amended, technical assistance is available for certain institutions of higher education to strengthen their academic quality and administrative capacity. These institutions are referred to as "developing institutions," a term generally defined as institutions that are struggling for survival for financial or other reasons and that are isolated from the main currents of academic life.

The legislation also provides for the funding of cooperative arrangements between developing institutions; between developing institutions and other institutions of higher education; and between developing institutions and business entities, agencies, or organizations when such arrangements show promise as effective measures for strengthening the academic program, administrative capacity, and student services of the developing institutions. A consortium is one of the types of cooperative arrangements that can be funded under this legislation. As defined in part in the Title III Rules and Regulations, a consortium arrangement is an arrangement between the developing institution applying and at least two other developing institutions that provides for the exchange or joint use of resources to the mutual benefit of all the participants.

The latter part of this regulation provided the basis for the establishment of the ACCTion Consortium.

The Background of the ACCTion Consortium

The concept of a national organization designed to improve and strengthen two-year colleges was developed in 1974 through the efforts of Marie Y. Martin, then director of the Community College Unit, U. S. Office of Education; William Meardy, executive director of the Association of Community College Trustees; and representatives from 20 two-year colleges. These educational leaders recognized the potential benefit to colleges that would not be capable of generating the type of technical assistance necessary to their continued growth.

Of the 1200 two-year institutions contacted, 175 expressed an interest in receiving technical assistance through a national consortium. On July 1, 1975, the program was funded by the Office of Education through Title III of the Higher Education Act of 1965, as amended. Approval was given to four developing institutions to coordinate and furnish services to 114 developing institutions in the areas of community services, instruction, resource development, and student development services. These areas were selected for special assistance on the basis of a needs determination. Each institution selects a Center with which it is affiliated and then works to improve its operations in that area. Thus, ACCTion has not been aimed at total institutional development but has focused on four particular functional areas of operation.

The Current Scope of the ACCTion Consortium

The ACCTion Consortium's major purpose continues to be the improvement and strengthening of developing two-year colleges. These public and private institutions are isolated from the main currents of academic life and need survival and developmental strategies. They are making substantial efforts on their own to improve the quality of their teaching staffs, their administrative staffs, and their student services; but an organized, intensive program of outside technical assistance helps them to concentrate on special areas that need strengthening and thus accelerates their overall development.

The technical assistance programs offered by the ACCTion Consortium focus on helping colleges delineate goals and objectives, develop strategies for achieving these goals, and evaluate results and outcomes.

The ACCTion Consortium's program is implemented through four regional college-based ACCTion centers, located at four participating institutions:

Community Services ACCTion Center at Kirkwood Community College, Cedar Rapids, Iowa
Instructional ACCTion Center at Tri-County Technical College, Pendleton, South Carolina
Resource Development ACCTion Center at Brevard Community College, Cocoa, Florida
Student Development Services ACCTion Center at Hesston College, Hesston, Kansas

and the ACCTion Coordinating Office, located in Washington, D. C.

The Consortium serves 114 participating two-year colleges. The seven-member Coordinating Board, responsible for Consortium policy, is made up of the four presidents of the coordinating institutions and three trustees from ACCTion-participating colleges. Each Center also has an Advisory Board of experienced leaders in its respective field.

According to the ACCTion regulations, coordinating institutions (those at which the four ACCTion Centers are housed) must be affiliated with one of the other Centers, not the one on site. Thus, Kirkwood Community College and Hesston College are affiliated with the Instructional ACCTion Center; Brevard Community College is a member of the Community Services ACCTion Center; and Tri-County Technical College is participating in the Student Development Services ACCTion Center.

Each Center provides technical assistance to approximately 30 participating colleges. Center participation is determined primarily by institutional choice; each participating institution selects the Center with which it will be affiliated for three years. After three years with one Center institutions are required to change their Center affiliation. Eighty-four colleges are now completing three years with one ACCTion Center and will be joining another Center for the next academic year.

Each chief campus administrative officer appoints a campus representative, referred to as the ACCTion Coordinator, who functions as a liaison between the college and the ACCTion Center. This person is the contact person for ACCTion-related activities and coordinates the ACCTion-planned needs assessment at the institution.

Each Center is designed to meet the most critical needs of the participating colleges as determined by an annual needs assessment. The following paragraphs describe the functional areas dealt with by each Center.

The Community Services ACCTion Center defines community services as including adult education, community education, continuing education, lifelong learning and nontraditional learning. This Center assists participating institutions in the development or improvement of community service programs through assistance in setting goals and priorities and in assessing community service needs.

The Instructional ACCTion Center focuses on the improvement of instruction. Emphasis is placed on assistance with faculty and staff development activities, design of instructional strategies and strengthening of evaluation techniques.

The Resource Development ACCTion Center staff work with institutions to identify their resource needs and to develop skills to meet these needs. Their efforts aid colleges in obtaining external funding to accomplish institutional goals and objectives. Assistance is provided in researching and analyzing funding sources; proposal writing; creation of college foundations; and securing resources from alumni, corporations, foundations, and government agencies.

The Student Development Services ACCTion Center staff works with participating institutions to develop and improve student programs and services. The scope of the Center's area of work includes the following functions: recruitment, admissions and retention; registration and records; counseling and advising; testing, placement, and follow-up; and student life, academic support services, and services for special student groups.

Technical assistance methods used by the four ACCTion Centers include the following:

Consultant visits to the campuses
ACCTion staff visits to the campuses
Short-term thematic workshops or seminars
Intensive week-long Specialist Training Programs
Exemplary site visits by institutional representatives
Regional workshops at which attendance by a team from each college is encouraged
Publications, newsletters and other information services including resource libraries/data banks at each Center providing reference information and materials for loans to participating colleges

The expertise developed by an individual Center staff is available to the other Centers as needed.

Funding

In 1975 the ACCTion Consortium was awarded $1,000,000 for the first year of operation. Subsequently the totals were increased to the present levels:

Center	1975-76	1976-77	1977-78
Kirkwood Community College			
a. Community Services ACCTion Center	$145,118	$220,500	$220,500
b. Consortium Coordinating Office	222,360	310,100	310,100
Tri-County Technical College			
Instructional Center	229,749	340,400	340,400
Brevard Community College			
Resource Development	187,000	266,800	266,800
Hesston College			
Student Development Services	215,773	322,200	322,300
Total	$1,000,000	$1,460,000	$1,460,000
Number of colleges each year	113	122	114

Funds are awarded to the four coordinating colleges, with no money allocated directly to the ACCTion-participating colleges. Ultimate responsiblity for ACCTion funds lies with the financial officer of the coordinating college. Center Directors approve each expenditure, which is then forwarded to the financial officer of the college for payment. Expenditures are not approved by the Center Directors until reports regarding events are filed insuring careful monitoring of fiscal and programmatic resources.

Each Center uses its budget to support the expenses of the Center and to assist its approximately 30 participating colleges in achieving their goals and objectives, as stated in their annual program plans which are submitted to the Center staff for approval. Considerable investment is made by each participating institution over and above what ACCTion spends. Investments by colleges include staff time of the ACCTion Coordinator and other college personnel who become involved in the ACCTion-related activities, new positions often established as a result of involvement with ACCTion, new equipment purchased, and expenses involved in sponsoring the participation of campus personnel in ACCTion events. Estimates of such expenditures range from $5,000 to more than $20,000 of contributed in-kind or direct expenses, by the institution. The per-school expenditure of the Federal grant is approximately $12,800.

ACCTion funding is based on the philosophy that relatively small amounts of money can produce great gains when there is specialization of assistance and the grouping of similar technical assistance needs and programs.

The figure on the following page illustrates the funding of ACCTion as well as the structure of the Consortium. It is apparent that funds are used as "incentive funds" and that almost all administrative overhead and supervision costs for approximately 30 colleges are concentrated in one Center.

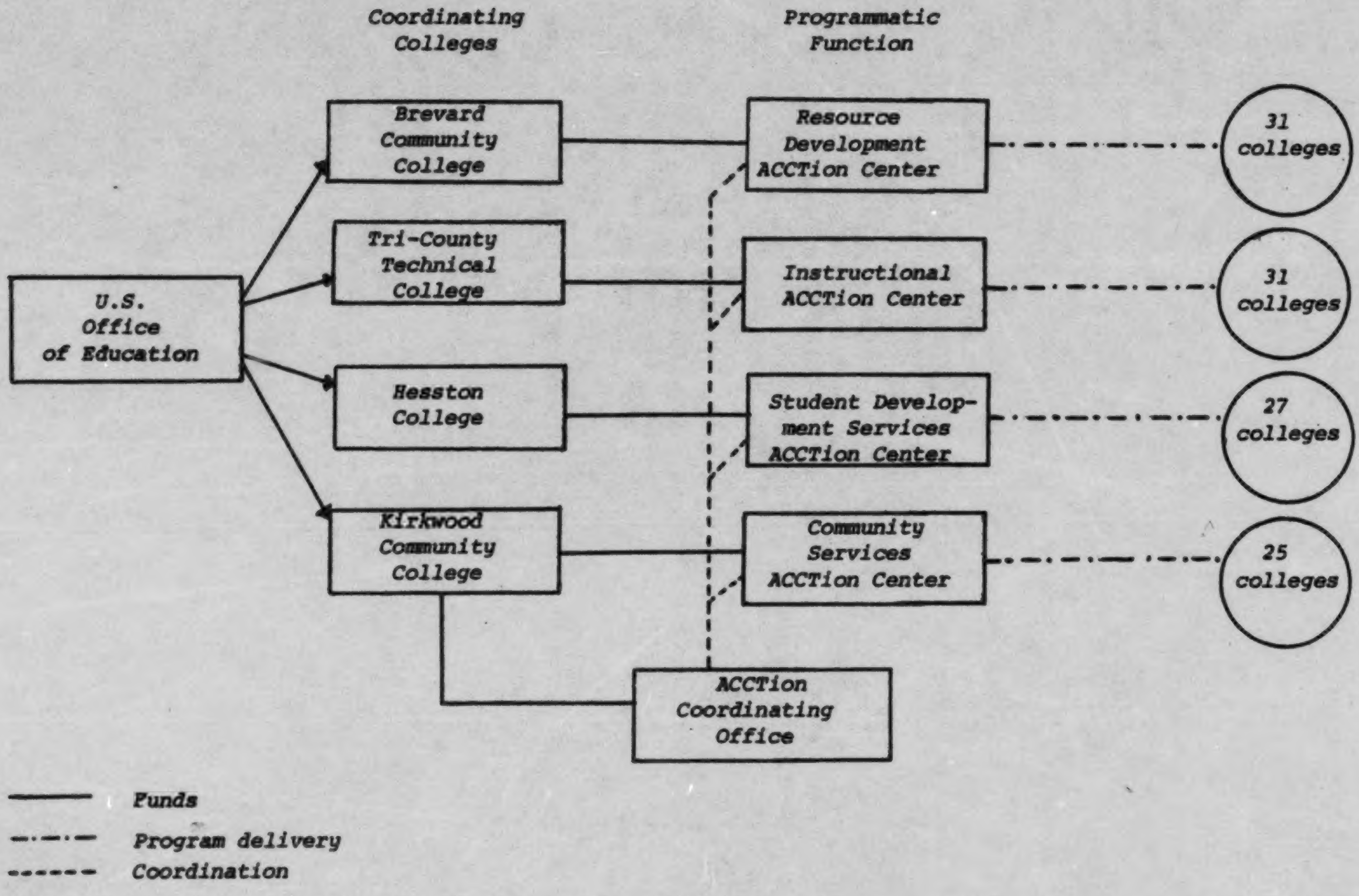
Purpose and Organization of the Study

In accordance with the evaluation requirements mandated under the provisions of the Strengthening Developing Institutions Program, Title III of the Higher Education Act of 1965, as amended, Enterprises for New Directions, Inc. (END) has conducted a summative external evaluation of the ACCTion Consortium for the 1977-78 academic year.

The major purpose of this study is to present findings assessing the impact of ACCTion services on member institutions and on the achievement of individual goals and objectives established by ACCTion-participating institutions. In addition, a comprehensive assessment was conducted of each level of the ACCTion Consortium organization: the four ACCTion Centers, the individual participating institutions, the Advisory Boards for each Center, and the ACCTion Coordinating Office staff. An in-depth description of these components and the procedures employed for this evaluation are included in subsequent sections of the report.

One other aspect of this study sets it apart from other annual evaluative procedures. The operation of the ACCTion Consortium is based on a three-year association by each participating institution with a designated ACCTion Center.

ACCTION CONSORTIUM: FUND FLOW AND SERVICE DELIVERY PATTERN


Coordinating Colleges
Programmatic Function
U.S. Office of Education
Brevard Community College
Tri-County Technical College
Hesston College
Kirkwood Community College
Resource Development ACCTion Center
Instructional ACCTion Center
Student Development Services ACCTion Center
Community Services ACCTion Center
ACCTion Coordinating Office
31 colleges
31 colleges
27 colleges
25 colleges
Funds
Program delivery
Coordination

This evaluation effort coincides with the end of the first three-year phase. Therefore, END expanded the process to include an assessment of the cumulative effect of ACCTion services on institutions completing a three-year affiliation.

The text of the report is divided into several sections, with copies of all surveys, cover letters, and questionnaires and the description of selection of the external evaluator in the appendixes. The introductory section has summarized the enabling legislation and described the current scope of the ACCTion Consortium. This brief outline of the purposes and organization of this report concludes the first section.

The methodology and data-collection techniques are described in detail in the next section. The procedures used include administration of a multifaceted survey questionnaire; interviews with college coordinators and chief campus administrative officers; visits to ACCTion Centers; and observations of various staff meetings, workshops, and board meetings. Each of the techniques is analyzed in terms of uses and outcomes. The last part of this section addresses the problems encountered by END staff in this phase of the evaluation.

In the next five chapters, the findings are identified in general and then for each of the four ACCTion Centers. A detailed description of each component is provided, along with the assessment of the achievement of goals and objectives for 1977-78.

The final chapter of the report details END's conclusions and recommendations, derived from the findings. These conclusions and recommendations are organized according to the criterion-set model described in Chapter II, Methodology.

This document constitutes the summative evaluation of the ACCTion Consortium, 1977-78.

II. METHODOLOGY

END's Approach

In accordance with statements made in the request for an evaluation plan issued by the ACCTion Consortium, END evaluated the following:

1. Each of the four ACCTion Centers:
    a. Community Services ACCTion Center
    b. Instructional ACCTion Center
    c. Resource Development ACCTion Center
    d. Student Development Services ACCTion Center
2. The management of ACCTion, including the goals, planning, and outcomes of the ACCTion Coordinating Office.

Emphasis has been placed on assessing the delivery of services to the ACCTion-participating colleges in addition to the progress achieved by these institutions. The ACCTion Consortium presents itself as a model for the introduction of planned change into two-year postsecondary educational institutions. Thus, the evaluation focuses on assessment of the change that has taken place at ACCTion-participating institutions as a result of their involvement with the ACCTion Consortium.

For 84 colleges, the 1977-78 school year represents the end of a three-year affiliation with one ACCTion Center, which has focused on a particular functional area of the college's operations. Each of these colleges will be joining a new ACCTion Center next year and will shift its focus to a different aspect of institutional development and change. For these schools, it is especially timely to assess changes that have occurred in the component area which they have chosen to stress for the past three years.

All ACCTion-participating colleges were asked to assess progress and to document changes (results/outcomes), but certain additional analyses have been conducted for schools completing three years of affiliation with one ACCTion Center.

For this external evaluation of the ACCTion Consortium, END employed a model consisting of five criterion sets:

1.0 Needs assessment, problem identification: How well were needs assessed? Were the problems properly identified, including statements of objectives and goals?

2.0 Program planning: Were plans based upon the needs assessment and upon the objectives developed from the needs assessment? How well were plans developed?

3.0 Implementation design: How well were mechanisms for implementation established?

4.0 Actual implementation: How well have program plans been implemented? Have they met the needs that were identified?

5.0 Outcomes/results: Is there an internal evaluation system? What are the outcomes noted as a result of the program? How well have goals and objectives been achieved within the time frame specified?

Using this evaluation model, END related goal statements to the operation of the program and defined the degree of attainment realized. The impact of the program was evaluated in terms of the objectives stated in the plans of operation written by each ACCTion Center and by the ACCTion Coordinating Office.

The overriding guidelines for this evaluation were provided by the document "Procedures for External Evaluations of Title III Basic Projects," attached to a cover letter signed by Morris L. Brown, Chief, Basic Institutional Development Branch, dated April 4, 1978. Every effort has been made to adhere to the substance and content of the guidelines. However, in many cases, information requested in the guidelines is not applicable to a consortium arrangement, but only to institutions involved in bilateral arrangements.

Data-Gathering Techniques

Many different approaches were used to collect the data discussed in this report. Data collection took place during a five-month period, February through June 1978 and involved all constituencies active in the ACCTion Consortium.

The Surveys

Various surveys were designed to assess perceptions of subgroups involved with the ACCTion Consortium. Separate surveys were sent to (see Appendix 1, p.A-1, for copies of the surveys):

1. The professional staff of the ACCTion Coordinating Office
2. Members of Advisory Boards to each ACCTion Center
3. ACCTion Center Directors and professional staff members of each Center
4. Chief campus administrative officers* of ACCTion-participating colleges
5. ACCTion Coordinators of participating colleges

1. The survey of the professional staff of the ACCTion Coordinating Office focused on perceptions regarding the responsibilities of that office. The response rate was 100%.

2. Members of the Advisory Boards to each ACCTion Center were surveyed regarding the functions of Advisory Board members as well as their relationship with the ACCTion Center staff. Out of 33 surveys mailed, 23 were returned, a response rate of 70%. Of the members of the Advisory Boards to the Instructional ACCTion Center and to the Resource Development ACCTion Center, 80% returned surveys; 70% of the Student Development Services ACCTion Center's Advisory Board responded; and 50% of the Advisory Board to the Community Services ACCTion Center responded. Follow-up contacts to Advisory Board members who had not responded to the survey by the deadline date were the responsibility of the ACCTion Center Directors.

3. The ACCTion Center professional staffs were asked to assess each of their member colleges regarding certain characteristics, such as need to change their program in the functional area of the Center. Similar questions were asked of the chief campus administrative officers and of the ACCTion Coordinators of participating institutions, allowing for a comparison of responses. In addition, Center staffs described their perceptions of the functions of the Advisory Board and of the ACCTion Coordinating Office.

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*"Chief campus administrative officer" is used throughout this report. This generally refers to the president of the institution, although for a few ACCTion-affiliated institutions, it refers to the dean or director in a multi-campus situation.

4 and 5. The survey sent to the chief campus administrative officers of ACCTion-participating institutions requested assessments of the achievement of overall ACCTion goals and objectives and of progress in the ACCTion Center's functional area at the individual college. These same questions were asked of ACCTion Coordinators at participating institutions.

ACCTion Coordinators also completed a needs assessment similar to the one completed when the college joined the ACCTion Center of which it is now a member. In 84 instances, the colleges have completed three years with one of the ACCTion Centers. Thus, the response to this needs assessment, when compared to the original one, gives an indication of the extent of change in the functional area of program operations that the college focused on with the assistance of ACCTion staff during the past three years. Thus, the impact of the ACCTion program is defined against the baseline data derived from the original needs assessment done during the definition of the program.

Following the deadline for the receipt of the surveys, the Executive Director of the ACCTion Consortium sent two follow-up letters to chief campus administrative officers and ACCTion Coordinators who had not yet responded. (See Appendix 1, p. A-63, for copies of the follow-up letters.)

As seen in Table II-1, 100% of the ACCTion-participating institutions responded to the survey by either the chief campus administrative officer, the ACCTion Coordinator, or both. The chief campus administrative officers' response rate was 84%, and that of the ACCTion Coordinators was 95%. Some surveys were returned too late to be included in the tabulations. However, all responses are reflected in the analysis of the open-ended questions.

It is important to note that this is the first year that chief campus administrative officers have been surveyed as part of the external evaluation of the ACCTion Consortium.

Analyses Performed. Tables A-1.1 through A-4.12 in Appendix 7 present the descriptive statistics summarizing the responses of the ACCTion Coordinators and of the chief campus administrative officers at ACCTion-participating colleges. Responses by ACCTion Coordinators to the needs assessment were compared to the needs assessment forms completed three years ago through the computation of a series of correlated t-tests to determine whether there were significant differences between the pre and post assessment scores. Results for t-tests in which the mean difference was significant at the .05 level are presented. In addition, overall trends are noted.

TABLE II-1

Percentages and Numbers of Responses to Surveys by ACCTion Coordinators and Chief Campus Administrative Officers of ACCTion-Participating Institutions

Percentage and Number of Respondent Group	Community Services ACCTion Center Institutions (N=25)	Instructional ACCTion Center Institutions (N=31)	Resource Development ACCTion Center Institutions (N=31)	Student Development Services ACCTion Center Institutions (N=27)
Percentage and number of ACCTion Coordinators who responded	88%/22	93%/29	97%/30	100%/27
Percentage and number of chief campus administrative officers who responded	84%/21	93%/29	74%/23	74%/23
Total percentage and number of colleges with a response to the survey by the coordinator, the chief campus administrative officer, or both	100%/25	100%/31	100%/31	100%/27

A one-way analysis of variance was run for each significant t-test to determine whether significant differences between colleges were based on the number of years institutions were affiliated with a specific Center.

Opinions of the ACCTion Coordinators, chief campus administrative officers, and Center staff within each ACCTion Center were compared by one-way analyses of variance on the questions of need to change the specific program and ability to change it. Where significant overall differences were observed, Newman-Keuls tests were computed to determine between which groups the differences were located.

The Interviews

Interviews were held with the chief campus administrative officer and the ACCTion Coordinator of 20 institutions, divided among membership in the four different Centers. These interviews were used to determine personal perceptions of the ACCTion Consortium, the progress being made at the individual institutions, and suggestions for improving the delivery of services. (See Appendix 3, p.A-72, for the basic interview form and Appendix 4 for the list of colleges interviewed.)

ACCTion Center Site Visits

Each of the four ACCTion Centers was visited, and Center staffs were interviewed. The strengths and weaknesses of each ACCTion-participating college were discussed. In addition, information was collected regarding the needs assessment process, program planning, implementation design, actual implementation, outcomes/results, and the handling of finances. These visits enabled END to observe the physical facilities as well as the files and resources at each ACCTion Center. (See Appendix 2, p. A-68, for guidelines for Center site visits.)

Technical Assistance Visits

ACCTion's objectives are achieved primarily through some form of technical assistance provided to personnel at ACCTion-participating institutions. Therefore, one technical assistance offering conducted by each Center was visited by END staff. The objectives and a preliminary outline for these activities were provided in advance, and a summary of the evaluations by the participants was submitted following the conclusion of the event. In one case, a full eight-page report summarizing objectives, procedures, findings, and recommendations was sent to END. This was a copy of the report submitted to personnel at the college following the visit by the ACCTion staff.

The technical assistance activities observed and the dates and locations are as follows:

Conducted by the Community Services ACCTion Center: Workshop, Patrick Henry Community College, June 6, 1978

Conducted by the Instructional ACCTion Center: Workshop on the Instructor's Role in Resource Development, Washington, D.C., April 12-14, 1978.

Conducted by the Resource Development ACCTion Center: Specialist Training Program, Washington, D.C., April 10-14, 1978.

Conducted by the Student Development Services ACCTion Center: Visitation, Tri-County Technical College, Pendleton, South Carolina, March 21-23, 1978.

The ACCTion Coordinating Office

Numerous meetings have been held with the staff of the ACCTion Coordinating Office exploring the roles, functions, and total management operation of this office.

Observations

END staff members observed an executive staff meeting (March 28, 1978), an evaluation group meeting (March 28,1978), a regional workshop on serving the needs of the nontraditional student (March 29-31, 1978), an Advisory Board meeting for the Resource Development ACCTion Center (March 30, 1978), and a Coordinating Board Meeting (May 1, 1978). This participation provided an opportunity to assess the management style and functional operation of the ACCTion Consortium and also added depth to the interpretation of data collected by other means.

Case Studies

The "Prospectus for ACCTion Summative Evaluation, 1977-78" included a request to develop case studies of colleges that will be changing to a different ACCTion Center for the 1978-79 academic year. END planned to develop a form to be sent to the colleges, to receive the returns, to do the analysis, and to prepare the case studies.

However, in February 1978, the Executive Director of ACCTion was informed by officials at the U.S. Office of Education that a two-page statement of each college's results and outcomes needed to be appended to the ACCTion Consortium's proposal for a fourth-year grant. The format for recording these results/outcomes was developed by the ACCTion Coordinating Office and reviewed by END.

At this time, it was also determined that since the colleges would have to collect these data to attach to the Center's proposal, it would be unfair to request them to compile the same data for the case studies. Thus, copies of the results/ outcomes written for the fourth-year proposal were also submitted to END and became the basis for the case studies.

These studies document the results and outcomes of colleges that have completed a three-year affiliation with one ACCTion Center. Using information supplied by the ACCTion Centers, END compiled the studies, which deal with institutional changes resulting from involvement with the ACCTion Consortium and specifically with one of the four ACCTion Centers. (See Appendix 6 for the studies.)

Problems Encountered

The extensive efforts described previously to obtain a 100% rate of return on mailed surveys were frustrated by three major factors.

1. More than 10% of the ACCTion Coordinators of participating colleges and more than 10% of the chief campus administrative officers of participating colleges indicated that they never received the initial survey mailed to them. In turn, a sizeable percentage of these persons indicated that they returned a survey to END that was never received or was received two or more weeks after being mailed. Thus it appears reasonable to conclude, as one reviews the percentage of timely returns from ACCTion-participating colleges, that the U.S. Postal Service is a factor that cannot be ignored.

2. The timing of the evaluation at the end of the academic year presents a problem, since personnel either are extremely busy completing the tasks associated with their

academic responsibilities or have already left the college campus.

3. At some institutions, a change in institutional personnel created a situation in which the newly hired person lacked sufficient familiarity with ACCTion to complete the survey.

During analyses of responses, question 2 of the Assessment of ACCTion Services section of the Achievement Review portion of the survey was eliminated due to an error in the initial typing of the survey. The scale included was inappropriate to the question.

Other problems encountered in the course of the data collection for this evaluation will be discussed in the chapter on conclusions and recommendations.

END

III. GENERAL FINDINGS

ACCTion in Relation to the Goals of Title III

As stated in the regulations of the Basic Institutional Development Program, the purpose of grants awarded under this program is "to assist in raising the academic quality of developing institutions that show both a desire for and a promise of institutional improvement in order that they may more fully participate in the higher education community."

Center staff were asked to evaluate the success of ACCTion in achieving the Title III goals and objectives. Staff members generally felt that ACCTion's success in this area was high, although several staff members noted that it is difficult to make this assessment because the goals and objectives of Title III are stated in a general way and not clearly defined. Some staff members noted that a greater degree of achievement occurs in the stronger colleges, which are willing and able to devote time and effort to these goals and which have the organization and management skills to benefit from ACCTion programs.

Several staff members indicated that ACCTion is achieving the broad goal of assisting institutions to develop. One noted that "seed money provided by this Title III program has gone further to develop institutions than direct grants of larger amounts of money." Another respondent indicated that "participating institutions have moved closer to the 'main currents of academic life' and are sharing both a 'desire and a promise' for continued institutional development." Another noted that ACCTion is very successful in "identifying academic needs, developing plans to meet these needs and in implementing programs...by using models adapted from more developed institutions: and by increasing faculty and administration sensitivity to the changing characteristics of postsecondary institutions.

Comments from ACCTion Center staff indicate that areas in which improvement is needed are long-range management planning in areas other than classroom management and increased emphasis on the needs of urban students. The ACCTion program has been called highly successful in "linking developing institutions," although additional effort is required to link these institutions with stronger institutions and with industry.

The ACCTion Consortium's Objectives

The ACCTion Consortium's major purpose is to improve and strengthen a group of developing two-year colleges. The broad *purposes* of the ACCTion Consortium, as stated in the 1977-78 *Plan of Operation*, are as follows:

1. To help a group of two-year developing institutions determine institutional needs and achieve more effectively the goals and objectives derived from those needs through a national program of multifaceted technical assistance
2. To assist two-year college personnel in the development of expertise in planning, developing, delivering, and evaluating programs and services in the major areas of instruction, resource development, community services, and student development services
3. To facilitate the colleges' participation more fully in the postsecondary community and to help bring them into the mainstream of higher education
4. To promote a sense of interinstitutional cooperation and to encourage two-year colleges to work more closely together in solving mutual problems and to share information and resources as much as possible

From these broad statements of purpose a number of ACCTion Consortium *goals* are derived:

1. To provide the participating institutions, divided about equally among the four ACCTion Centers, with technical assistance to strengthen instructional services, community services, student development services, and resource development
2. To continue to assist the colleges in the assessment of their needs and the identification and/or clarification of primary functional area objectives to be achieved and/or major problems to be solved with ACCTion's help
3. To facilitate change within the participating colleges based upon each college's identified educational needs and objectives for change
4. To encourage that change effected in each college's primary functional area be related to total institutional goals and objectives for growth and long-range planning

5. To provide functional area personnel in each college with technical and theoretical knowledge, new ideas and knowledge of program development processes, and problem-solving skills necessary for effective program and institutional development
6. To facilitate interaction and communication among staff members in each college from the four primary functional areas of ACCTion.

The ACCTion Coordinating Board

The ACCTion Coordinating Board is composed of seven members: the president of each of the four coordinating institutions (Kirkwood Community College, Tri-County Technical College, Brevard Community College, and Hesston College), and one trustee from each of three other ACCTion-participating institutions. The Board meets at least quarterly to determine overall ACCTion policy. The Board is also responsible for the review and approval of all proposals and budgets submitted to the Office of Education.

The ACCTion Coordinating Office

The ACCTion Coordinating Office is located in Washington, D. C. The staff is made up of three professionals and two support personnel.

Responsibilities

The ACCTion Coordinating Office Staff. The staff of the ACCTion Coordinating Office was asked to list the five major responsibilities of the Coordinating Office and, using a scale of 1 to 7, to rate the Office's success in carrying them out.

Two areas received unanimous agreement: liaison with the Title III and the U.S. Office of Education staff and general public relations. Success for both was rated high to very high. Three of the four respondents considered the coordination of evaluation procedures, including helping ACCTion Centers to perform better evaluations, as a major task of the ACCTion Coordinating Office and rated the achievement in this area as successful.

Other areas of responsibility considered successful were the general management of overall Consortium affairs, coordination of regional workshops, Consortium leadership, and the provision of support services and information flow between Centers. Less successful, according to at least one member of the staff, is the area of long-range ACCTion planning (beyond one year).

Generally, there was agreement among the ACCTion Coordinating Office staff about their major responsibilities. Achievement of these responsibilities was rated as at least moderately, if not very, successful for all areas except long-range ACCTion planning, which scored slightly below the midpoint on a 7-point scale.

Center Staff Members. The staff members of the four ACCTion Centers were also asked to list their conceptions of the five major responsibilities of the ACCTion Coordinating Office and to assess the Office's achievement on a scale of 1 to 7, with 1 indicating very low and 7 indicating very high success.

Over half the respondents concur on six areas of responsibility for the ACCTion Coordinating Office. Of the 19 respondents, 18 agree that relations/ liaison with the U. S. Office of Education and other Federal agencies is a major function of the ACCTion Coordinating Office. They rate performance of this responsibility very high (mean 6.4). The conducting and coordination of Regional Workshops is a second area of primary responsibility, with achievement rated as above average to high (mean 5.7). Thirteen respondents considered the workshop coordination activity a primary function of the Office. The responsibilities for coordination among the four ACCTion Centers, dissemination of information, and leadership were listed by 12 respondents; again, all three were evaluated as above average, (means of 5.1, 5.6, and 5.5, respectively).

The ACCTion Coordinating staff was also viewed by over half the Center staff members as performing evaluation responsibilities, with performance assessed as high (mean 6.0).

Two other areas were mentioned by at least six respondents: long-range planning and guidance and technical assistance in Center management, rated as very high (mean 6.3) and above average (mean 5.0) respectively.

Mean ratings for all responsibilities mentioned by more than one respondent fell above the midpoint of the 1-to-7 scale, indicating that the work of the ACCTion Coordinating Office is viewed as above average by Center staff members.

Activities Initiated for all ACCTion-Participating Institutions

Several activities have been designed for use by and/or with all the institutions participating in the ACCTion Consortium. These include procedures by which the status, progress, and achievement of the individual institutions can be evaluated; the development of planning tools to guide the operation of services to the institutions; the specific techniques employed to evaluate the services offered by each ACCTion Center; and the conducting of certain types of activities, such as the Regional Workshops, which combine the expertise of staff from all the Centers with that of the Coordinating Office.

Following is a discussion of the needs assessment process; the development of program plans; evaluation requirements and procedures, including the Evaluation Group; and the Regional Workshops.

Needs Assessment

Each institution annually completes a needs assessment for the following academic year. The needs assessment survey instruments are designed to assess the current status of programs and activities at each institution and to identify areas for further development. The staff at each ACCTion Center develops the instrument to measure specific progress in the functional area at institutions affiliated with the Center. Each Center's survey focuses on the same basic categories, such as general and managerial needs and program-area needs.

Each ACCTion Coordinator is responsible for the completion of this document. The Coordinator is urged to include in this process other campus personnel working in the functional area. One of the goals of the ACCTion Consortium has been to increase the active involvement of top administrative officials in the planning process. As a result of this participation, the officials demonstrate increased interest in, awareness of, and support for the ongoing program. The number of those assisting the Coordinators in this process, and their titles vary from institution to institution; but review of the case studies, the interviews conducted with campus personnel, and the discussions with each Center's staff reveals that this objective is being met at most colleges.

As the Center staffs increase their own expertise and are able to draw on broader experiences, they are also able to refine the survey instruments to provide more useful information. Some Center staffs modify the needs assessment documents annually.

Data from the needs assessments are summarized and analyzed by the staff of the ACCTion Coordinating Office and returned to each Center. The results of these needs assessments are used to plan the type and sometimes the format for the tachnical assistance provided to the institutions individually and collectively. It is also used as a major tool in developing the overall program plan for each institution.

Program Plans

The individual institutions responses to the needs assessment survey are used in preparing the program plans for the next year. The program plan represents the institutions' objectives, its scope of activity to achieve these objectives, and the results expected. The format of the plan varies from Center to Center; however, there are a few items that appear to be consistent from Center to Center. Each activity must be accompanied by a cost factor and the specific item for which the money will be spent -- e. g., travel, materials, etc. Each activity must be assigned an implementation date. An evaluation technique must be designated by which the institution will determine its effectiveness in meeting the stated objective.

Copies of these plans are on file at the institutions, the affiliated Center, and the ACCTion Coordinating Office.

Regional Workshops

Three Regional Workshops were held this year, one in Colorado Springs, Colorado; one in Atlanta; and one in Pittsburgh. The title of the workshop was "Serving the Needs of Non-Traditional Students." The Regional Workshops are cooperatively sponsored by the four ACCTion Centers and coordinated by the ACCTion Coordinating Office.

The major purpose of the workshop was to develop an awareness and knowledge of the needs of nontraditional student populations. Based upon a needs assessment, emphasis was placed on four nontraditional student populations: women, minorities, high school students, and students in transition.

Expenses for a team of three people from each college were covered by ACCTion. In some cases, colleges sent additional personnel, paying their expenses. Each college team developed a specific plan for addressing the needs of a nontraditional student group. ACCTion staff members were available to facilitate the preparation of these plans.

Each participant was asked to complete an evaluation consisting of several parts: a general evaluation, a section assessing the achievement of the workshop goals, a listing of at least five new learnings that will be helpful to the college, the best and worst features of the workshop, the things participants plan to implement at their colleges upon return; comments for improving similar training workshops; and suggestions regarding the ACCTion Consortium. The results of these evaluations were compiled by the ACCTion Coordinating Office.

Three to four months after the workshop, a follow-up form was sent to all participants on which they were asked to comment on the things that they had indicated that they planned to implement when they returned to their campuses. They were also asked to cite other results or outcomes of attendance at the workshop and to give a progress report on the program planning that the team from the college had submitted at the workshop. The results are compiled and sent to all Center Directors and to members of the Evaluation Group.

Evaluation

Evaluation is a constant and ongoing activity for the ACCTion Coordinating Office, for the Centers, and for the institutions. Various techniques have been developed to determine the impact of the technical assistance offered by the ACCTion Consortium. The objectives for all of these are the same: to determine the results and outcomes of the activities, and to provide a basis for the modification and improvement of the programs to better meet the needs of the participating institutions.

An evaluation procedure is implemented for each technical assistance activity or program sponsored by ACCTion. For example, for each Thematic Workshop conducted, an evaluation form is completed by each of the participants and by the person(s) leading the workshop. A summary of these responses is compiled, and the results are used to evaluate the overall effectiveness of the session(s). Each consultant assigned to visit an institution is also evaluated by the ACCTion Coordinator at the receiving institution. The performance of the consultant in terms of the objectives set for the workshop or visitation is measured according to a form prepared by the ACCTion Center staff for this purpose. In turn, the consultant is required to file a report about the visit, appraising the institution, activity, or staff receiving the service.

Each Center maintains a file consisting of all these evaluation documents for reference. These documents become an integral part of the planning process to determine which forms of technical assistance have been most effective and should be retained; which consultants have been well received by the institutions and have provided the services requested; which topics have sustained the most interest; the institutions that have derived the most benefit from the various forms of technical assistance; and which program areas require greater emphasis in the future.

The Evaluation Group. The Evaluation Group was established

- To create an evaluation network within ACCTion to share ideas and to inform one another about Consortium evaluation activities
- To serve as a catalyst for evaluation activities at each of the Centers and for the Consortium as a whole
- To discuss issues and problems of evaluation
- To investigate evaluation systems and activities of other organizations
- To make recommendations to the ACCTion Executive Staff (Executive Director and Center Directors)

concerning ACCTion evaluation policies and activities, especially midyear and summative evaluations. This group has no formal decision-making power, but it is involved in recommending policies or actions to the ACCTion Consortium Executive Staff.

The Group is composed of the Director of Planning and Evaluation (of the ACCTion Coordinating Office) and at least one person from each ACCTion Center who has prime responsibility for evaluating the Center's programs.

Survey Data Analysis

Achievement of Overall ACCTion Goals/Objectives, 1977-78

One section of the survey requested respondents to assess the achievement of overall ACCTion goals/objectives for this academic year. This survey question was sent to ACCTion Coordinators and chief campus administrative officers of all ACCTion-participating colleges. The results are displayed in Table III-1 for ACCTion Coordinators who responded and in Table III-2 for responding chief campus administrative officers of all ACCTion-participating colleges. (Responses to these questions are analyzed by Center affiliation in Chapters IV-VII.)

TABLE III-1

Aggregate Descriptive Statistics for ACCTion Coordinators' Responses to 1977-78 Achievement Review Survey Questions

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	1	7	12	42	34	6	102	5.167	1.016	5.238
Developing programs and services	---	1	5	10	40	41	5	102	5.275	0.956	5.375
Delivering programs and services	---	1	6	16	38	38	3	102	5.127	0.982	5.237
Evaluating programs and services	---	2	9	20	44	24	1	100	4.820	0.999	4.932
2. To instill a sense of interdependence among two-year college personnel.	---	3	6	24	24	37	5	99	5.020	1.160	5.188
3. To encourage two-year colleges to assist one another in											
Maintaining	---	3	7	15	35	30	7	97	5.062	1.153	5.171
Expanding	---	3	2	10	39	35	8	97	5.289	1.040	5.359
Developing	1	1	2	9	24	48	12	97	5.536	1.071	5.740
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	1	8	14	35	32	4	94	5.074	1.050	5.186
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	4	4	18	28	32	11	98	5.122	1.286	5.286
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	1	3	20	45	33	102	6.039	0.855	6.100
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	2	---	15	29	55	101	6.337	0.875	6.582
8. To develop an institutional plan for each college including details of technical assistance needs.	---	---	4	4	23	41	30	102	5.873	1.012	5.988

TABLE III-2

Aggregate Descriptive Statistics for Chief Campus Administrative Officers' Responses to 1977-78 Achievement Review Survey Questions

A. Achievement of Overall ACCTion Goals/Objectives 1977-78

Evaluation Scale: 1 = not achieved at all
7 = completely achieved

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. To develop among two-year institution personnel a high degree of expertise and broadened experience in											
Planning programs and services	---	---	5	9	25	41	5	85	5.376	0.963	5.585
Developing programs and services	---	1	3	9	27	40	5	85	5.376	0.963	5.563
Delivering programs and services	---	2	6	14	24	31	8	85	5.176	1.177	5.354
Evaluating program and services	---	2	7	17	28	25	4	83	4.952	1.125	5.054
2. To instill a sense of interdependence among two-year college personnel.	---	2	2	11	32	29	7	83	5.265	1.037	5.328
3. To encourage two-year colleges to assist one another in											
Maintaining	---	2	3	7	35	28	35	80	5.237	1.009	5.300
Expanding	---	1	3	8	31	26	12	81	5.407	1.058	5.419
Developing	---	1	2	3	25	37	14	82	5.671	0.969	5.770
quality educational programs and supportive services designed to meet the varied needs of diverse student bodies.											
4. To serve the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons.	---	1	7	15	37	17	4	81	4.914	1.027	4.973
5. To develop and implement a multidirectional educational and training program for two-year college personnel.	1	2	7	11	28	25	9	83	5.096	1.275	5.232
6. To render specific and individual assistance to two-year postsecondary institutions.	---	---	---	6	14	41	24	85	5.976	0.859	6.049
7. To provide a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another.	---	---	1	5	7	34	39	86	6.221	0.913	6.382
8. To develop an institutional plan for each college including details of technical assistance needs.	---	3	4	8	16	37	16	84	5.524	1.246	5.797

Eighty-three percent of all ACCTion Coordinators and 85% of all chief campus administrative officers gave a high to very high rating to the achievement of the general purpose (#4) of promoting a sense of inter-institutional cooperation by providing a vehicle whereby two-year college personnel may gather to exchange information and learn from one another (medians of 6.58 and 6.38, respectively). These data also relate to the more specific ACCTion goal (goal f) of facilitating interaction and communication among staff members in each college from the four primary functional areas of ACCTion.

Seventy-six percent of the respondents in both groups gave a high to very high rating to the goal related to the continuation of assistance to colleges in the assessment of their needs (goal b) and the identification of objectives (See question number 6: to render specific and individual assistance to two-year institutions.).

Both the ACCTion Coordinators and the chief campus administrative officers were slightly less positive in their assessment of the achievement of the general purpose (#1) aimed at helping a group of two-year developing institutions determine and achieve institutional needs through a national program of multifaceted technical assistance. Also see goal d, encouraging the relationship of change effected in each college's primary functional area to total institutional goals and objectives for growth and long-range planning. Seventy percent of the Coordinators and 63% of the chief campus administrative officers gave a high to very high rating to the development of an institutional plan for each college, including details of technical assistance needs.

The variable rated lowest by the ACCTion Coordinators was related to the evaluation of programs and services as it applies to the development of personnel in terms of their expertise and experience (purpose #2). The median response for this variable was 4.93, with 25% of the Coordinators giving it a high to very high rating. The chief campus administrative officers were slightly more positive in their assessment; 35% of this group gave a high to very high rating to this variable, which also relates to providing functional area personnel in each college with technical and theoretical knowledge, new ideas nad program development processes, and problem-solving skills (goal e).

The achievement of the overall ACCTion purpose (#2) of facilitating the colleges' fuller participation in the postsecondary education community and of helping bring them into the mainstream of higher education is more fully documented in the case studies (Appendix 6). Colleges affiliated with ACCTion have participated in meetings, formed cooperative arrangements, and established consortia with non-ACCTion-affiliated schools to develop additional resources, to share information, and to exchange faculty and staff.

Assessment of ACCTion Services

The results of the assessment of ACCTion services appear in Table III-3 for ACCTion Coordinators, and Table III-4 for chief campus administrative officers. The range of medians for this section of the survey indicates that the ACCTion Coordinators and the chief campus administrative officers are very much satisfied with the services offered by the ACCTion Centers with which they were affiliated during 1977-78 (medians of 6.15 to 6.50 and 6.00 to 6.37, respectively). Eighty-four percent of the Coordinators and 78% of the chief campus administrative officers rated the effectiveness of the services in helping their institutions achieve ACCTion-planned goals and objectives at the high to very high levels.

Six variables were used to define satisfaction; 82% of the Coordinators and 81% of the chief campus administrative officers rated quality of services as high to very high. The other variables also received positive ratings.

In summary, it appears that the ACCTion Consortium is meeting its overall purposes and goals for most of the colleges affiliated with the Consortium. Generally, the ACCTion Coordinators and chief campus administrative officers view the ACCTion Consortium as contributing to their development in the functional area of concentration through assessing needs, identifying objectives, and assisting them in achieving their objectives. Campus personnel feel that ACCTion services are very effective. Opportunities for interaction have helped these institutions to feel more a part of the postsecondary education community.

TABLE III-3

Aggregate Descriptive Statistics for ACCTion Coordinators' Responses to 1977-78 Achievement Review Survey Questions

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses 1	2	3	4	5	6	7	Total N Responding	Mean	SD	Median
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	1	1	---	1	13	47	38	101	6.139	0.970	6.234
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	1	1	---	1	15	34	50	102	6.235	1.016	6.471
(b) amount of services	---	2	3	3	20	30	42	102	5.990	1.147	6.219
(c) type of services	---	2	---	2	14	40	44	102	6.176	0.969	6.325
(d) timeliness of services (response time)	---	2	---	7	7	41	51	102	6.333	0.905	6.500
(e) effectiveness of services	1	1	---	1	17	48	34	102	6.059	0.973	6.146
(f) relevance of services	1	1	---	1	7	49	43	102	6.245	0.938	6.337

TABLE III-4

Aggregate Descriptive Statistics for Chief Campus Administrative Officers' Responses to 1977-78 Achievement Review Survey Questions

B. Assessment of ACCTion Services

Evaluation Scale: 1 = negative response
7 = very positive response

Item	Numbers of Responses							Total N Responding	Mean	SD	Median
	1	2	3	4	5	6	7				
1. Rate how effective in general ACCTion services have been in helping your institution achieve ACCTion-planned goals and objectives.	---	---	2	3	14	41	26	86	6.000	0.907	6.085
2. Question eliminated											
3. Indicate how satisfied you have been with the services of ACCTion in terms of the following:											
(a) quality of services	---	---	1	2	13	33	37	86	6.198	0.865	6.318
(b) amount of services	---	---	2	6	15	40	23	86	5.884	0.963	6.000
(c) type of services	---	---	---	3	20	36	27	86	6.012	0.833	6.056
(d) timeliness of services (response time)	1	---	1	2	11	37	33	85	6.118	1.005	6.243
(e) effectiveness of services	---	---	---	3	15	40	28	86	6.081	0.800	6.125
(f) relevance of services	---	---	---	3	17	26	39	85	6.188	0.880	6.365

IV. FINDINGS:
COMMUNITY SERVICES ACCTION CENTER

Overview

The Community Services ACCTion Center (CSAC) is located on the campus of Kirkwood Community College, Cedar Rapids, Iowa. The CSAC serves 25 institutions with a staff of four professional persons and two in administrative support positions.

The following colleges have been affiliated with the Community Services ACCTion Center during 1977-78. Those marked with an asterisk are the colleges that have completed three years with this Center. For these colleges, case studies documenting institutional changes can be found in Appendix 6, pp. A-108 - A-126.

Bay de Noc Community College, Escanaba, Michigan
*Brevard Community College, Cocoa, Florida
*Brewton-Parker College, Mount Vernon, Georgia
*Chatfield College, St. Martin, Ohio
*Community College of Beaver County, Monaca, Pennsylvania
Delaware Technical & Community College, Georgetown, Delaware
*Dodge City Community College, Dodge City, Kansas
Eastern Oklahoma State College, Wilburton, Oklahoma
*Eastern Wyoming College, Torrington, Wyoming
*Edgecombe Technical Institute, Tarboro, North Carolina
*Ellsworth Community College, Iowa Falls, Iowa
Indiana Vocational Technical College, Fort Wayne, Indiana
Indiana Vocational Technical College, South Bend, Indiana
*Iowa Lakes Community College, Estherville, Iowa
*Iowa Western Community College, Council Bluffs, Iowa
*Louisiana State University, Eunice, Louisiana
*Midway College, Midway, Kentucky
*Mount Aloysius Junior College, Cresson, Pennsylvania
Patrick Henry Community College, Martinsville, Virginia
*Richmond Technical Institute, Hamlet, North Carolina
*San Diego City College, San Diego, California
*St. John's River College, Palatka, Florida
*Tompkins Cortland Community College, Dryden, New York
*Villa Julie College, Stevenson, Maryland
*Wabash Valley College, Mt. Carmel, Illinois

Community services as defined by the ACCTion Consortium includes adult education, continuing education, lifelong learning and nontraditional learning. The social and educational climate in which many schools find themselves today differs greatly from that which prevailed when most of the affiliated schools were established. The national trend toward an emphasis on community services activities is increasing. Changes in student body composition, student profile, student interest, and community involvement are evident throughout the country.

Objectives

The overall objective of the Community Services ACCTion Center is to assist institutions in establishing community service programs.

The following goals are directly related to the achievement of this objective:

- To cause institutions to examine the status and needs of their present community service programs
- To assist institutions in establishing direction for program development
- To facilitate change in the areas identified as crucial by the individual schools
- To insure that change relates appropriately to total institutional goals
- To provide participating institutions with skills, knowledge, and information necessary to implement change
- To provide institutions with current community services programming nationally

The following community service goals surfaced as common goals of the schools participating in the Community Services component during the second year, 1976-77. Since most of these schools remained with the Community Services ACCTion Center for the third year, the goals noted were used in preparing activities and programming during the third year:

- To develop and utilize community service needs assessment instruments specific to the college's service area and operational philosophy
- To initiate short- and long-range planning for the evaluation of old and the development of new service programs
- To increase program enrollments
- To increase cooperative programming with other community agencies and organizations
- To increase the number of programs for specialized target populations; women, juveniles, offenders, etc,
- To increase college-wide awareness of and a commitment to the community service concept
- To increase the financial and human resources available to community service programming

- To increase the college's awareness of programming conducted at other institutions within the nation
- To increase the expertise of the school's community services personnel, particularly in programming and management skills
- To increase cooperation with other two-year institutions, helping one another in problem solving and need fulfillment

Scope of Services

To facilitate the process of initiating or developing a community services program, Center staff work with the institution's designated community service representative and other interested faculty or administration staff members. Technical assistance is provided in varying degrees to every institution.

Specialist Training Program. The Specialist Training Program is a one-week intensive training session for one representative from each affiliated institution. The skills covered during this course included developing needs assessments, determing goals and establishing priorities, developing contacts with community resources, expanding fiscal and managerial accountability. Representatives from business, education, and industry contributed to these sessions.

Regional Workshops. The Community Services ACCTion Center participated in each of the two and one-half day regional workshops. The workshops were conducted jointly with each of the Centers presenting sessions related to their specific concerns. Each institution had an opportunity to send representatives and interact with Center staff, as well as representatives from other institutions.

Observation Visitations. These visitations are made by personnel from one school to another within the Center and in some cases, to exemplary sites outside the Consortium. The primary purpose of this activity is to afford an opportunity to observe, first hand, an ongoing successful program and to speak directly with those responsible for and involved in these programs. Observation visitations rank highest in the type of technical assistance requested by the schools.

Informational Services. The CSAC publishes a monthly newsletter, CSAC NEWS, which highlights new techniques, programs and ACCTion activities.

Brochures are also printed and distributed which address specific programs or techniques such as "Education by Telenetwork" and "The General Studies Degree."

"A Guide to Community Services Data Bank" describes the activities of the Data Bank, which contains printed material on community services and programs from two-year colleges plus information obtained from a survey of 1,200 institutions.

Workshops. A planning workshop designed to assist the institutions in their needs assessments and goal identification process was scheduled for early fall. At this session, representatives discussed their program experiences and shared information from other sources, (i. e., consultant visits). The end result is the finalization of the program plan for each school for the entire year.

Inservice training programs, though not regularly scheduled, are designed to meet specific needs at a particular college. The workshop is developed by the Center staff in response to a request from the school. This activity is not limited to those involved in the community service program, but made available to personnel in other parts of the institutions.

Consultant Services. The Community Services ACCTion Center maintains a consultant directory for reference and use by the affiliated schools. After discussion and approval by the Center director, consultants are available to supplement the expertise of the Center staff.

Intern Exchange Program. This program represents an innovative approach to the exemplary site visitation. Applications were requested from the institutions for participation in the project to allow personnel to spend two weeks at another institution. Each intern established objectives, prepared a summary of activities and then evaluated the experience in terms of the objectives. The on-site selections were made from both ACCTion-affiliated and non-affiliated institutions. Five two-week sessions were held. Due to limited funds, only ten schools were able to participate.

Analysis of Data

Needs Assessment

As part of this year's external evaluation survey, a copy of the original 1975-76 Community Services ACCTion Center needs assessment was sent to each ACCTion Coordinator of colleges participating in the Community Services ACCTion Center. This section of the survey instrument was used to determine changes in the assessment of needs during this three-year period for the colleges that have completed three years with this Center. For these 17 colleges, comparisons were made between the 1975-76 needs assessment results and the 1977-78 results on the same instrument. A series of correlated t-tests was computed to determine whether there were significant differences between the pre and post assessment scores. The results for t-tests in which the mean difference was significant at the .05 level are shown for the Community Services ACCTion Center in Table IV-1.

The needs assessment part of the survey consisted of three major portions: General and Managerial Needs, Status of Existing Programs, and Estimated Need for Further Development.

General and Managerial Needs. On these questions, a significantly negative mean difference indicates that the need is considered less important today than three years ago. Conversely, a positive mean difference suggests that a need is perceived as more important now than three years ago.

For all General and Managerial Needs items, all variables showed positive change over the three-year period, with a mean difference of .60 (see Table IV-2). Of these variables, those showing significant positive change are as follows:

- Establishing goals and objectives
- Structuring and organizing a community service program
- Evaluating community service programs

These represent three of the most critical areas in the establishment of a community service program, thus attesting to the positive impact of ACCTion.

Status of Existing Programs. The assessment of changes in the status of existing programs is also shown in Table IV-1. A negative difference indicates that an item was rated as being more developed on the second evaluation. Conversely, a positive difference suggests a rating of less development at present than three years ago.

Significant differences were found in three areas. Two, recreation/physical education and women's studies programs, were found to be significantly more developed at the end of the three-year period. One area, home economics, was rated

TABLE IV-1

Summary of Significant t-tests Comparing Pre and Post Needs Assessment Scores for Community Services ACCTion Center

Variable	N	Mean	SD	Correlation	p	t	df	p
I. General and Managerial Needs								
Establishing goals and objectives	16	-0.88	1.26	0.20	0.432	-2.78*	15	0.014
Structuring and organizing a community services program	16	-0.81	1.33	0.01	0.973	-2.45*	15	0.027
Evaluating Community Services programs	16	-0.94	1.81	0.30	0.247	-3.17**	15	0.006
II. Status of Existing Programs								
Recreation/physical education	14	-0.57	0.85	-0.49	0.072	-2.51*	13	0.026
Home economics	13	0.31	0.48	0.89	0.000	2.31*	12	0.040
Women's studies programs	15	-0.73	0.59	0.84	0.000	-4.78**	14	0.000
III. Estimated Need for Further Development								
Development of senior citizens programs	16	0.50	0.82	0.33	0.214	2.45*	15	0.027
Distributive education	11	0.82	1.17	-0.12	0.726	2.32*	10	0.042
Pre-career education/secondary level	9	0.78	0.97	0.53	0.144	2.40*	8	0.043

* $p < .05$
** $p < .01$

as less developed. However, that area was also rated as having little need for further development, indicating that it is receiving less emphasis at these colleges.

The increased development of the recreation/physical education area and women's studies programs indicates that ACCTion services have responded well to the national trend to develop programs in these areas. On the other hand, the expansion of nontraditional opportunities for women appears to have caused a decreasing emphasis on the field of home economics.

Of the 39 variables listed, there is a general trend toward positive change -- greater development -- in 26. Table IV-2 shows a slight difference in the mean score for all variables listed in the section Status of Existing Programs when comparing the mean from 1975-76 to the mean for 1977-78.

Estimated Need for Further Development. In the section on Estimated Need for Further Development (see Table IV-1), the following variables showed significant change indicating that the need is not as great as it was three years ago:

- Development of senior citizens' programs
- Distributive education
- Precareer education/secondary level

Growth in these areas shows ACCTion services' consistency with the national trend to develop programs in these areas.

Of the 39 variables listed in this section, all but six have shown some degree of positive change; therefore, needs are no longer as great as they were three years ago for the schools affiliated with the Community Services ACCTion Center. The difference between the mean scores for this section of the survey is shown in Table IV-2, comparing 1975-76 to 1977-78.

TABLE IV-2

Comparison of Mean Scores from Needs Assessment 1975-76 to Needs Assessment 1977-78, Community Services ACCTion Center

Item Group	Mean Score 1975-76	Mean Score 1977-78	Difference
General and Managerial Needs	2.24	2.84	.60
Status of Existing Programs	2.51	2.53	.02
Estimated Need for Further Development	2.58	2.18	.40

Achievement of Overall ACCTion Goals/Objectives, 1977-78

This section of the survey requests respondents to assess the achievement of ACCTion's overall goals/objectives during the 1977-78 academic year. This survey question was completed by both ACCTion Coordinators and chief campus administrative officers (see Appendix 7, p. A-218, Tables A-1.3 and A-1.8). It is important to note that the chief campus administrative officers have not been involved with ACCTion to the same degree as the ACCTion Coordinators. Thus, perceptions may differ considerably.

100% of the ACCTion Coordinators responding (Table A-1.3) gave an above-average to very high rating to the variable related to providing a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another (median response 6.69); and 95% rated similarly the variable addressing the development of an institutional plan for each college including details of technical assistance needs (median 5.92).

The goal of rendering specific and individual assistance to two-year postsecondary institutions was rated high to very high by 86% of the ACCTion Coordinators responding (median 6.18). Only 48% indicated the same level of achievement for the goal of developing a multidirectional educational and training program for two-year postsecondary institutions (median 5.40). Twenty-nine percent of the responding ACCTion Coordinators rated this variable at average or below.

None of the ACCTion Coordinators gave the highest rating to the achievement of the goal of serving the survival and quality of life needs of all students, but particularly low-income, disadvantaged persons; 30% rated this variable average or high (median 5.07).

Ninety-four percent of the chief campus administrative officers (Table A-1.8) rated as above average to very high the variable related to providing a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another (median response 6.73). Regarding the goal of developing an institutional plan, 82% similarly rated achievement in the three highest categories (median 5.88).

The chief campus administrative officers' ratings of the variable addressing the development of a multidirectional educational and training program for two-year postsecondary institutions are similar to those of the Coordinators: 53%, high to very high; 33%, average or below; and a median of 5.58.

As with the Coordinators, none of the chief campus administrative officers gave the highest rating to the goal addressing the needs of students. Sixty-nine percent rated this variable above average or high (median 4.93); 31% rated it average or below.

In general, ACCTion Coordinators feel that ACCTion goals and objectives have been achieved to a greater extent than do the chief campus administrative officers. Table IV-3 shows a mean difference of .24 for this section of the survey.

Assessment of ACCTion Services

In this section of the survey the ACCTion Coordinators and chief campus administrative officers were asked to assess the effectiveness of ACCTion services and to indicate their satisfaction with these services. Some of these questions were repeated from last year's external evaluation survey; therefore comparisons can be made (see Appendix 7, p. A-218, Tables A-1.4 and A-1.9).

All median responses given by the ACCTion Coordinators in the 1977-78 survey are at 6.11 or above on a 7-point scale, indicating generally high satisfaction with ACCTion services. This finding is consistent with the 1976-77 evaluation, in which the general effectiveness of ACCTion services was determined to be very positive. A more extensive comparison is not possible because of the use of a different evaluation scale in the 1976-77 review.

The responses of the chief campus administrative officers are very similar to those of the ACCTion Coordinators. All median responses are at 6.00 or above on a 7-point scale.

The overall mean for this subsection of the survey for the ACCTion Coordinators is 6.27, while that for the chief campus administrative officers is 6.08, indicating that both groups' assessment of ACCTion services is very positive.

TABLE IV-3

Comparison of Mean Scores for Subsections of Achievement Review Section of 1977-78 Survey for Colleges Affiliated with the Community Services ACCTion Center

	ACCTion Coordinators	Chief Campus Administrative Officers	Difference
Achievement of Overall ACCTion Goals/Objectives, 1977-78	5.57	5.23	.34
Assessment of ACCTion Services	6.27	6.08	.19
Institutional Overview	4.96	4.88	.08
Inhibiting/Facilitating Effects of Institutional Factors	5.20	5.24	.04
Center Service Delivery	5.95	6.18	.23

Institutional Overview

In the next section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess institutional variables as they relate to the ACCTion program (see Appendix 7, p. A-218, Tables A-1.5 and A-1.10).

The responses of chief campus administrative officers, ACCTion Coordinators, and Center staff were compared on several questions, including the need to change the overall community services program and the ability to change this program. The responses were compared by means of one-way analysis of variance; no significant differences were found.

Seventy-six percent of the ACCTion Coordinators associated with this Center rated the acceptance of and cooperation with ACCTion by the chief campus administrative officer at a high to very high level, with 52% giving it the highest rating (median 6.55). Sixty-two percent of the Coordinators responding indicated a high to very high college allocation of professional time to the ACCTion program area (median 5.75). Similarly, allocation of college financial resources to the ACCTion program area was given an above-average to high rating by 17 out of the 21 respondents, or 81% (median 5.04).

Three variables relate to the adequacy, competence, and morale of institutional staff in the community services area. These are rated fairly high by the ACCTion Coordinators, with median responses of 5.50, 5.95, and 5.94, respectively.

Institutional staff turnover in the community services area appears to be a minimal problem for most of the schools that responded to the survey.

Table A-1.10, which presents the chief campus administrative officers' responses to the questions discussed above, indicates that the need to change and the ability to change the overall community services program vary greatly from one institution to another. Responses also vary greatly regarding the adequacy of staff size to perform functions in the community services area. All (100%) of the chief campus administrative officers view the morale of the institutional staff as above average to very high (median 6.38).

While only one ACCTion Coordinator indicated that institutional turnover in the ACCTion program area was a severe problem, 11 of the 16 chief campus administrative officers who responded to this question viewed it as severe (median 1.23). Chief campus administrative officers viewed the allocation of professional time in much the same way as did the Coordinators. Allocation of financial resources was not viewed as high by chief campus administrative officers as it was by the ACCTion Coordinators. Table IV-3 presents mean scores for both groups on this section of the survey.

Inhibiting/ Facilitating Effect of Institutional Variables

ACCTion Coordinators and chief campus administrative officers were asked to rate the inhibiting/facilitating effect of the institutional variables assessed in the previous section of the survey (see Appendix 7, p.A-218, Tables A-1.6 and A-1.11). High ratings indicate a facilitating effect.

Many of the ACCTion Coordinators viewed these institutional factors as having a facilitating effect on the college's progress in the community services program area (Table A-1.6). However, it is interesting to note that several Coordinators felt that these factors had no perceptible impact on ACCTion goal achievement. Even though the numbers are small, it should be noted that there are some Coordinators who felt that the chief campus administrator's relationship to ACCTion-related activities had a very inhibiting effect on ACCTion goal achievement.

Although 71% of the Coordinators have indicated high to very high support by the chief campus administrative officers (median 6.55), only 38% give similarly high ratings to the ranking of the ACCTion program area in relation to other institutional priorities (median 5.22).

The chief campus administrative officers' responses to the inhibiting/facilitating effect of various institutional factors are displayed in Table A-1.11. Fifty percent of those responding indicated that institutional staff turnover in the ACCTion area had no perceptible impact on goal achievement; while 19% viewed this as a severe problem as indicated in Table A-1.10.

With the exception of institutional staff turnover, most chief campus administrative officers rated the factors listed as generally facilitating the college's progress in the community services area. These factors include the acceptance of and cooperation with ACCTion by other campus administrators (median 5.50) and by the college's faculty and staff (median 5.30); competence (median 6.08) and morale (median 6.21) of institutional staff in the community services area; and the ranking of community services as an institutional priority (median 5.38), as well as the allocation of the college's financial resources (median 5.00) and professional time (median 6.00) to this area.

Center Service Delivery

In the subsequent section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess the Center's service delivery in terms of the coordinating and facilitating skills of the ACCTion Center staff (see Appendix 7, p. A-218, Tables 1.7 and 1.12).

The ACCTion Coordinators clearly viewed the coordinating and facilitating skills of the ACCTion Center staff in a very positive way (Table A-1.7). With the exception of one variable, the median response was 6.00 or above on a 7-point scale.

Eighty-six percent of the ACCTion Coordinators gave a high to very high rating to provision of opportunities for interaction among similar institutions (median 6.69).

In assessing the overall effect of Center service delivery on the institution, high to very high ratings were given by 76% of the ACCTion Coordinators to the upgrading of staff skills and by 90% to the strenghtening of programs.

Table A-1.12 indicates that the chief campus administrative officers concurred with the positive view expressed by the ACCTion Coordinators. In assessing the overall effect on the institution, 65% of the respondents indicated a high to very high rating for the upgrading of staff skills and for the strengthening of programs. Eighty-eight percent of the chief campus administrative officers rated provision of opportunities for interaction among similar institutions as high to very high (median 6.56)

The mean score for all questions in this section of the survey (see Table IV-3) is 6.18 for chief campus administrative officers, indicating a slightly more positive overall response to Center service delivery than that given by the ACCTion Coordinators.

Multiple Center Membership

The final section of the survey requested responses to three open-ended questions, the first of which dealt with the advantage and disadvantages of multiple Center membership. This question was addressed to ACCTion Coordinators, chief campus administrative officers, and Center staff. Nineteen Coordinators, 17 chief campus administrative officers, and all Center staff responded to this question.

Twelve responses by ACCTion Coordinators addressed the advantages of multiple ACCTion Center affiliation. Three anticipated increased faculty and schoolwide awareness of and participation in ACCTion. Another advantage cited was access to more information and expertise. Eleven responses cited disadvantages, the most common being the lack of staff, time, and money for multiple Center affiliations and the related area of lack of thorough participation if multiple Center affiliations were attempted.

Twelve advantages were cited by ACCTion college chief campus administrative officers. Those cited most frequently included the integration of programs that would become possible and a broader access to information, ideas, and programs. Ten disadvantages were enumerated, including the lack of staff, time, and money for multiple ACCTion Center affiliations and concern regarding reduction in the quality of services. A recommendation for change was that institutions be permitted to use some specific services offered by other ACCTion Centers in the event that multiple affiliations are not feasible.

The Community Services ACCTion Center staff was also asked to assess the advisability of multiple Center affiliations. The staff was 100% in agreement that multiple Center association of colleges, while perhaps providing some benefits, is generally inadvisable. Their comments include the ideas that the overall impact of the ACCTion program would be weakened with "further proliferation of component services" and that present funding levels preclude increasing quantity without decreasing quality of services. While one staff member noted that multiple Center associations would provide an excellent model by which participating institutions could develop their own concurrent programs, the current program of specialization is the best use of the current funding levels.

Suggestions for Change

The second open-ended question asked for suggestions for change in the scope of ACCTion services/service delivery. This question was answered by 14 ACCTion Coordinators and by 13 chief campus administrative officers.

ACCTion Coordinators and chief campus administrative officers both suggested increasing the budget to allow more colleges to participate in the ACCTion Consortium. Representatives of both groups also suggested more individualized services to meet the needs of a specific school.

ACCTion Coordinators also recommended more Specialist Training Workshops and more internships. The chief campus administrative officers suggested opportunities for top administrators to convene to discuss management concerns. They also recommended flexibility in determining the period of time for Center affiliation. Also mentioned were increased involvement of the chief campus administrative officer and increase in discretionary funds.

Ability to Continue the Program

The final question of the survey instrument addressed the issue of the institution's ability to continue or expand changes initiated during the three-year affiliation with this ACCTion Center. This question was addressed to only those colleges switching to another Center after completing three years with the Community Services ACCTion Center. Sixteen Coordinators and 17 chief campus administrative officers responded to this question.

Several ACCTion Coordinators felt that they would continue to exchange information and visits with other schools and that some programs would continue with locally generated funds. Eight responses indicated the basic continuation of the program; three addressed the differences that would occur without the assistance and training opportunities offered by the Community Services ACCTion Center.

The chief campus administrative officers' responses were more positive than those of the ACCTion Coordinators. Several indicated that the programs would continue or expand; that the skills, abilities, and attitudes developed by ACCTion would continue to benefit the institutions; and that exposure to other schools and to ACCTion staff would be missed. A few, however, indicated that their programs would experience a reduction from the levels achieved under ACCTion's influence.

The Advisory Board

The Community Services Peer Advisory Committee consists of representatives from eight participating colleges in the Community Services ACCTion Center.

Each member of the Community Services Peer Advisory Committee was sent a survey requesting a listing of the major responsibilities of the Advisory Board and their rating of the success of the Advisory Board in carrying out each of these responsibilities. In addition, Advisory Board members were asked to describe and evaluate their relationship to the staff at the Center, to describe the contributions of the Advisory Board to the success of the Community Services ACCTion Center, and to offer recommendations for changing the structure and composition of the Advisory Board and the interaction of the Advisory Board with the Center staff.

Responsibilities. Four members of the Community Services Advisory Board responded to the questionnaire evaluating the purposes and success of and the changes needed in the Board. All four considered evaluation and program recommendations to be major responsibilities of the Board and rate their success as moderate to high. The dissemination of information, staff consultation, and participation in workshops also were considered to be major functions by at least two members, who rated their success as moderate to high. Additional duties, from the point of view of one board member, were to recommend consultants, to advise on long-range goals, to offer technical assistance to participating institutions, and to provide training opportunities for community service components. With the exception of advising on long-range goals, which was rated as moderately successful, these functions were rated as highly successful.

Center Staff Comments. Three of the four Community Services staff members defined fewer than five functions of the Advisory Board; however, there was general agreement regarding the functions of the Advisory Board. All four identified program planning (long- and short-term) as a major responsibility of the Advisory Board and rated achievement in this area as moderate to good. Likewise, program evaluation was defined by all four as a Board function, with achievement described as moderately successful. In addition, the Advisory Board was seen to provide consulting capabilities, to offer a national perspective on trends, and to make workshop presentations, these variously described as moderate to very successful.

Relationships. The relationship between the Advisory Board and the Center staff was unanimously described as close and professional. Advisory Board members stated that they are impressed with the ability and dedication of the staff and expressed their appreciation at being kept well informed of Center programs.

Contributions. By serving as facilitators for workshops and providing direction in goal setting, as well as through general assistance and guidance, the Advisory Board has contributed to the success of the ACCTion Center. Noting that "obviously the success of the Center is primarily due to the staff," one respondent also stated that the Advisory Board assists the Center by reacting to program ideas, workshop plans, etc.

Suggestions for Change. The working relationship of the Center and the Advisory Board was described as informal by several Board members, one of whom recommended that additional structure would allow the Board to be used more effectively in developing and carrying out objectives. Two members also responded that increasing the frequency of meetings would facilitate Advisory Board activities; however, a third stated that the real benefit of the Board was based on the individual contact of members with the Center staff and said that no change in frequency of meetings was necessary.

Other Findings

Interview data have indicated the following major findings:

- ACCTion has opened minds, broadened horizons, and stretched imaginations. There are many areas of community service.
- Colleges have been provided the opportunity to share ideas so that they do not reinvent the wheel; they are serving more people with a broader scope of services; they now see the potential of community services.
- Some colleges now use retreats for accomplishing an activity, such as working out a course schedule. The idea of facilitating these activities through working at another site was learned through ACCTion.

- ACCTion is highly service oriented.
- ACCTion represents reassessment and change.
- Change would probably have occurred eventually; ACCTion has made it happen faster and in a more orderly manner.
- ACCTion fulfills the need for an organization that will bring college personnel together to talk to each other.
- ACCTion has been invaluable for training Coordinators in what can be accomplished with a strong community services program.
- ACCTion serves as a valuable resource agency; in fact, it is hundreds of resources rolled into one.
- Participation in ACCTion has been a catalyst in the process of finding and trying new programs and sharing ideas with others.
- Some ACCTion-participating colleges have doubled student enrollment in their community service programs.
- Many programs instituted at these colleges were first learned about at ACCTion workshops.

V. FINDINGS:
INSTRUCTIONAL ACCTION CENTER

Overview

The Instructional ACCTion Center (IAC) is located on the campus of Tri-County Technical College, the coordinating institution, in Pendleton, South Carolina. During 1977-78 the IAC served 31 postsecondary institutions.

The following colleges have been affiliated with the Instructional ACCTion Center during 1977-78. Those marked with an asterisk are the colleges that have completed three years with this Center. For these colleges, case studies documenting institutional changes can be found in Appendix 6, pp. A-127 - A-150.

*Alabama Christian College, Montgomery, Alabama
Caldwell Community College & Technical Institute, Lenoir, North Carolina
Carteret Technical Institute, Morehead City, North Carolina
*Chattanooga State Technical Community College, Chattanooga, Tennessee
*Cincinnati Technical College, Cincinnati, Ohio
*Dawson Community College, Glendive, Montana
*Daytona Beach Community College, Daytona Beach, Florida
Delaware Technical & Community College, Newark, Delaware
*Florence-Darlington Technical College, Florence, South Carolina
Genessee Community College, Batavia, New York
*Hesston College, Hesston, Kansas
*Highland Community College, Freeport, Illinois
Indiana Vocational Technical College, Indianapolis, Indiana
*James Sprunt Institute, Kenansville, North Carolina
*Kirkwood Community College, Cedar Rapids, Iowa
*Lake Land College, Mattoon, Illinois
*Lake Region Junior College, Devils Lake, North Dakota
*Lincoln Trail College, Robinson, Illinois
*Maui Community College, Kahului, Hawaii
*Newbury Junior College, Boston, Massachusetts
*North Central Technical Institute, Wausau, Wisconsin
North Greenville College, Tigerville, South Carolina
*North Iowa Area Community College, Mason City, Iowa
Orangeburg-Calhoun Technical College, Orangeburg, South Carolina
*Presentation College, Aberdeen, South Dakota
*Spokane Community College, Spokane, Washington
*Spokane Falls Community, Spokane, Washington
*University Community & Technical College-University of Toledo, Toledo, Ohio
*Willmar Community College, Willmar, Minnesota

Wood Junior College, Mathiston, Mississippi
*Young Harris College, Young Harris, Georgia

The Instructional ACCTion Center's primary purpose is to provide technical assistance to its member colleges toward the improvement of instruction. It is designed to communicate and facilitate the development of instructional techniques, instructional management methods, and the evaluation of programs.

Objectives

The objectives of the Instructional ACCTion Center are listed below. These broad objectives were to be developed into measurable objectives as program plans were developed.

- To assist participating colleges in developing short-range and/or long-range faculty and staff development/plans
    - Prepare with and for each participating college an ACCTion Program
    - Plan for short-range (one year) faculty and staff development
    - Prepare, with and for each college that has a priority for it, a long-range faculty and staff development plan
    - Plan and convene a participating transfer-college conference
- To provide on-campus activities designed to improve instruction
    - Provide Instructional ACCTion Center staff for on-campus consultations and workshops
    - Provide educational leaders for on-campus consultation and workshops
    - Provide mini-library loan materials for faculty and staff development
- To provide off-campus activities designed to improve instruction
    - Develop and implement regional workshops
    - Develop and implement Instructional Specialist/Team training

- Provide resources and guidance for exemplary instructional site visits

● To serve as a catalyst to improve instruction by disseminating information about exemplary instructional sites, ideas, techniques, and experiences

- Prepare periodic newsletters
- Prepare periodic informational materials
- Prepare lists of educational leaders
- Prepare lists of exemplary instructional sites
- Develop a mini-library of instructional materials for loan

● To join with other ACCTion Centers in an effort to improve instruction through partnership activities

- Inform other ACCTion Centers about materials available through the Instructional ACCTion Center
- Jointly prepare Regional Workshops
- Give opportunity to other ACCTion Centers to participate in Instructional ACCTion Center workshops
- Interchange staff for Instructional ACCTion Center workshops
- Interchange consultant lists

● To prepare participating colleges to strive for improved instruction and management independent of the guidance and technical-assistance resources of ACCTion

- Assist in location of external funding
- Guide in the redirection and emphasis of current funding
- Prepare a long-range faculty and staff development plan
- Provide training for Instructional Specialist/Team for continued improvement
- Acquaint participating colleges with organizations and agencies interested in improved instruction

Scope of Services

To meet these objectives, the Instructional ACCTion Center has provided the following services from which the colleges can choose those that meet their specific objectives:

1. Instructional Specialist Training Workshops focus on tools and strategies for improving instruction. Specialists bring their own specific objectives, and the Instructional ACCTion staff provides resources to help accomplish these objectives. Staff use a number of instructional strategies and delivery systems to promote individualized and personalized instruction.

2. Consultant services are provided by the Instructional Center staff, who are available to act as consultants in a myriad of ways. They assist in the design of program plans, provide information upon request, plan and conduct on-campus workshops and Thematic Workshops, and identify and provide access to current educational trends.

In addition, the Instructional ACCTion Center staff assists colleges in identifying consultants with expertise in areas of interest to two-year postsecondary institutions.

Workshops presented during the past year include the following:

Competency-Based Education: Curriculum Designs for the Future?
Developmental Studies Workshop
Assessing Teacher Effectiveness
Instructor's Role in Resource Development

3. Exemplary sites are selected by the Instructional ACCTion Center, which maintains a file of these sites in areas of concern to the faculty of two-year colleges. Exemplary site visits are especially recommended when an institution is designing a new program or improving or expanding an already existing one.

4. Information Services include letters, memos, telephone calls, newsletters and other publications, and materials on loan from the Faculty Resource Center, located at the Instructional ACCTion Center.

5. The Faculty Resource Center, located at the Instructional ACCTion Center, includes books, cassettes, filmstrips, films, microfiche, and files available on loan. In addition, it now has an exemplary site file with over 500 separate entries. All holdings are listed in the Faculty Resource Center Holdings.

6. The Program Planning Guide is intended to assist participating colleges in planning ACCTion-related activities and in allocating their resources. It includes all forms necessary for planning and evaluation of and reimbursement for Instructional ACCTion Center activities and suggestions regarding the process of writing program plans and of evaluating activities.

7. This year, for the first time, each institution was allowed to use $600 to develop mini-grants to support the instructional improvement process. Plans for the mini-grants were submitted for approval by the IAC staff. In some cases, colleges involved five or six people, allowing each one to have a small amount of money for some desired improvement to the instructional process. In other cases, only one person applied for the grant.

8. In addition, three Regional Workshops were offered that focused on meeting the needs of the nontraditional student. Center staff contributed to the planning and conducting of these workshops.

Each school decides on its own program plan with assistance as needed from Instructional ACCTion Center staff. Staff members assist in the planning process and help schools maximize the use of their resources.

The Center staff feel that they take an institution from where it is and guide it as far as possible in its development. This attitude was substantiated during interviews with college ACCTion Coordinators and chief campus administrative officers, who indicated that the Center staff did not come in with a prepackaged plan to impose on all institutions. Each time Center staff visit a college, they evaluate and facilitate its progress.

Analysis of Data

Needs Assessment

As part of this year's external evaluation survey, a copy of the original 1975-76 Instructional ACCTion Center needs assessment was sent to each ACCTion Coordinator of colleges participating in the Instructional ACCTion Center. This section of the survey instrument was used to determine changes in the assessment of needs during this three-year period for the colleges that have completed three years with this Center. For these 22 colleges, comparisons were made between the 1975-76 needs assessment results and the 1977-78 results on the same instruments. A series of t-tests was computed to determine whether there were significant differences between the pre and post needs assessment scores. The results for t-tests in which the mean difference was significant at the .05 level are shown for the Instructional ACCTion Center in Table V-1.

The needs assessment part of the survey consisted of three major portions: General and Managerial Needs, Status of Existing Programs, and Estimated Need for Further Development.

General and Managerial Needs. On these questions, a significantly negative mean difference indicates that the need is considered less important today than three years ago. Conversely, a positive mean difference suggests that a need is perceived as more important at present than three years ago.

All the statistically significant differences pertaining to the General and Managerial Needs items were shown to indicate positive change.

Variables showing significant change are as follows:

- Establishing goals and objectives for a faculty and staff development program
- Structuring and organizing a faculty and staff development program
- General management of a faculty and staff development program
- Developing internal operational procedures for a faculty and staff development program

These are directly related to the achievement of the first objective listed by the Instructional ACCTion Center in its Plan of Operation: "To assist participating colleges in developing short-range and/or long-range faculty and staff development plans."

Thus, the Instructional ACCTion Center has had a significant impact on the development of faculty and staff programs at its member institutions.

TABLE V-1

Summary of Significant t-tests Comparing Pre and Post Needs Assessment Scores for Instructional ACCTion Center

Variable	N	Mean Difference	SD	Correlation	p	t	df	p
I. General and Management Needs								
Establishing goals and objectives for faculty and staff development programs	21	-0.90	0.94	0.46	0.035	-4.39**	20	0.000
Structuring and organizing faculty and staff development programs	21	-0.90	1.14	0.11	0.630	-3.65**	20	0.002
General management of faculty and staff development program	21	-0.52	0.87	0.46	0.037	-2.75*	20	0.012
Developing internal operational procedures for faculty and staff development program	21	-0.76	0.94	0.21	0.371	-3.70**	20	0.001
II. Status of Existing Programs								
Identification of student learning difficulties	21	-0.38	0.59	0.36	0.114	-2.96**	20	0.008
Use of audio-visual software	21	-0.33	0.58	0.42	0.059	-2.65*	20	0.016
Development of criterion-referenced instructional evaluation	20	-0,50	0.89	0.17	0.484	-2.52*	19	0.021
Definition and implementation of student developmental studies	21	-0.62	0.92	0.15	0.529	-3.08**	20	0.006
Awarding credit for life experiences	20	-0.85	1.04	0.31	0.182	-3.66**	19	0.002
Development of instruction related to industrial requirements	20	0.50	0.95	0.37	0.108	2.36*	19	0.029
III. Estimated Need for Further Development								
Development of criterion-referenced instructional evaluation	20	0.65	1.14	0.05	0.845	2.56*	19	0.019
Instructor evaluation	21	0.81	1.17	0.03	0.890	3.18**	20	0.005

* p < .05
** p < .01

For all General and Managerial Needs items, eight out of nine areas showed positive change over the three-year period, with a mean difference of .42, as seen in Table V-2.

TABLE V-2

Comparison of Mean Scores from Needs Assessment 1975-76 to Needs Assessment 1977-78, Instructional ACCTion Center

Item Group	Mean Score 1975-76	Mean Score 1977-78	Difference
General and Managerial Needs	2.35	2.77	.42
Status of Existing Programs	2.62	2.74	.12
Estimated Need for Further Development	2.54	2.46	.08

Status of Existing Programs. The assessment of changes in the Status of Existing Programs items is also shown in Table V-1. A negative difference indicates that there was more development on the second needs assessment. Conversely, a positive difference suggests less development at present than three years ago.

The following areas showed significant change in the direction of greater development:

- Identification of student learning difficulties
- Use of audiovisual software
- Development of criterion-referenced instructional evaluation
- Definition and implementation of student developmental studies
- Awarding credit for life experiences

One area, development of instruction related to industrial requirements, is a significantly greater need now than it was three years ago.

Of the 38 variables, there is a general trend toward positive change -- greater development -- in 27. Table V-2 shows a slight difference in the mean score for all variables listed under Status of Existing Programs when comparing the mean from 1975-76 to the mean for the Status of Existing Programs section of the 1977-78 needs assessment survey.

Estimated Need for Further Development. In the section Estimated Need for Further Development (see Table V-1), the following variables showed significant change indicating that the need is not as great as it was three years ago:

- Development of criterion-referenced instructional evaluation
- Instructor evaluation

Numerous case studies in this document address the development of evaluation mechanisms, including student and faculty surveys to assess the effectiveness of instruction. Working with the Instructional ACCTion Center has apparently significantly increased development of the mechanisms for instructor evaluation, used as a means to improve instruction.

The general trend in this section indicates a lesser need for further development in most areas listed than was indicated three years ago. It is also apparent that working with the Instructional ACCTion Center has increased awareness of the tremendous potential for improvement of instructional programs. Through ACCTion Center activities, such as workshops, newsletters, staff and consultant visits, institution personnel have been exposed to the ever increasing variety of new approaches in the delivery of instruction. Campus personnel now have a better understanding of the growth that is possible at their own institutions. (See Table V-2 for the mean scores for this section of the survey, comparing 1975-76 to 1977-78.)

Achievement of Overall ACCTion Goals/Objectives, 1977-78

This section of the survey requests respondents to assess the achievement of ACCTion's overall goals/objectives during the 1977-78 academic year. The survey question was completed by both ACCTion Coordinators and chief campus administrative officers (see Appendix 7, p.A-218,Tables A-2.3 and A-2.8). It is important to note that the chief campus administrative officers have not been involved with ACCTion to the same degree as the ACCTion Coordinator. This factor can cause a considerable difference in perceptions.

The range of medians is from 5.08 to 6.50 for responses by ACCTion Coordinators assessing the achievement of the goals/objectives during the past year, with a mean score for this section of 5.45 (Table A-2.3). All (100%) of the Coordinators rated as above average to very high the goal related to rendering specific and individual assistance to two-year postsecondary institutions (median 6.41); 86% of the respondents rated in the two highest categories the goal addressing the provision of a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another (median 6.5).

With regard to the goal of developing among two-year institution personnel a high degree of expertise and broadened experience, none of the Coordinators gave the highest rating to three of the four variables under this goal: developing, delivering, and evaluating programs and services. On the other hand, there were no negative responses to these variables. It appears that Coordinators feel that this goal is only partially achieved. The chief campus administrative officers view the achievement of this goal more positively. Of the ACCTion Coordinators responding, 71% rated the goal of developing an institutional plan for each college, including details of technical assistance needs, in the high to very high categories (median 6.10).

Chief campus administrative officers' median responses to the achievement of overall ACCTion goals/objectives ranged from 4.72 to 6.69, with a mean score of 5.48 (see Table V-3). Eighty-five percent of the chief campus administrative officers rated in the two highest categories the goal of addressing the provision of a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another (median 6.69).

Eighty-one percent of the chief campus administrative officers gave the two highest ratings to achievement of the goal of rendering specific and individual assistance to two-year postsecondary institutions (median 6.30). Of the chief campus administrative officers, 42% gave an average or below-average rating (median 4.72) to the achievement of the goal addressing meeting the survival and quality of life needs of all students, but particularly of low-income, disadvantaged persons.

Assessment of ACCTion Services

In this section of the survey the ACCTion Coordinators and the chief campus administrative officers were asked to assess the effectiveness of ACCTion services and to indicate their satisfaction with these services. Some of the questions were repeated from last years's external evaluation survey; therefore comparisons can be made (see Appendix 7, p.A-218, Tables A-2.4 and A-2.9).

All median responses given the ACCTion Coordinators were at 6.19 or above on a 7-point scale, indicating high satisfaction with ACCTion services. All (100%) of the Coordinators rated the effectiveness of ACCTion services in the above-average to very high categories (median 6.21). The highest median response, 6.63, was given to timeliness of services, indicating that the Center staff is viewed as responding quickly to needs and requests.

This finding is consistent with the 1976-77 evaluation, in which those surveyed rated the general effectiveness of the ACCTion services in the very positive range. In addition, all other variables relating to this element were given very positive ratings. Thus the overall satisfaction with ACCTion services by the ACCTion Coordinators is comparable to the 1977-78 review. Further comparative analysis with the 1976-77 data is not possible because of the use of a different evaluation scale.

The range of medians for the chief campus administrative officers (Table A-2.9) is from 5.96 to 6.54, with a mean score of 6.17 (see Table V-3) for this section of the survey. Eighty-five percent of the chief campus administrative officers rated the effectiveness of ACCTion services at the high to very high level. All responses in this section of the survey were at the average or above level.

Institutional Overview

In the next section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess institutional variables as they related to the ACCTion program (see Appendix 7,p.A-218, Table A-2.5 and A-2.10).

TABLE V-3

Comparison of Mean Scores for Subsections of Achievement
Review Section of 1977-78 Survey for Colleges Affiliated
with the Instructional ACCTion Center

	ACCTion Coordinators	Chief Campus Administrative Officers	Difference
Achievement of Overall ACCTion Goals/Objectives, 1977-78	5.45	5.48	.03
Assessment of ACCTion Services	6.31	6.17	.14
Institutional Overview	5.20	5.20	---
Inhibiting/Facilitating Effects of Institutional Factors	5.59	6.31	.72
Center Service Delivery	6.12	5.98	.14

The opinions of the ACCTion Coordinators, chief campus administrative officers, and Center staff members within the Instructional ACCTion Center were compared on the questions of need to change and ability to change the overall instructional program. Comparisons were analyzed by means of one-way analyses of variance; no significant differences were found. Thus, representatives of these three groups viewed the need and ability to change similarly.

Of the ACCTion Coordinators (Table A-2.5) who responded to this question, 71% indicated an average or below-average need to change the overall instructional program; 11% indicated the lowest category of need (median 3.50). None of the ACCTion Coordinators or the chief campus administrative officers selected the highest rating for need to change the overall program.

While none of the ACCTion Coordinators rated the variable of ability to change in the highest category, 61% rated it above average or high. Three questions address the morale, competency, and adequacy of institutional staff in relation to the ACCTion program area. The medians are 6.17, 5.80, and 5.44, respectively. Coordinators thus viewed these variables positively.

Institutional staff turnover is given a low to very low rating by 78% of the Coordinators responding to this question. The median ratings for allocation for the college's financial resources and professional time to the instructional area are 5.42 and 5.80, respectively. Twenty-five percent of the Coordinators responding felt that the ACCTion instructional program is given an average or below average ranking in relation to other institutional priorities.

Of 26 chief campus administrative officers, 23, or approximately 89% viewed the ACCTion instructional program as receiving an above average to very high priority, as shown in Table A-2.10. Seventy-three percent of the chief campus administrative officers indicated average or below-average need to change the overall instructional program; 58% felt that their institutions' ability to meet this need was above average to very high. The allocation of financial resources and of professional time to the ACCTion program also received very high ratings from the chief campus administrative officers -- medians of 5.29 and 5.83, respectively. All (100%) rated the competence of the institutional staff in the ACCTion program area as above average to very high; indicating the confidence that chief campus administrative officers felt in the competence of their instructional staffs.

Inhibiting/Facilitating Effect of Institutional Variables

ACCTion Coordinators and chief campus administrative officers were asked to rate the inhibiting/facilitating effect of the institutional variables assessed in the previous section of the survey (see Appendix 7,p.A-218, Tables A-2.6 and A-2.11).

Most institutional factors are viewed as having a facilitating effect on the college's progress in the instructional area. However, institutional staff turnover is considered an inhibiting factor by 25% of the ACCTion Coordinators responding (Table A-2.6). The highest median responses were recorded for the acceptance of and cooperation with ACCTion by the chief campus administrative officer and by other campus administrators (6.71 and 6.14, respectively).

With the exception of the institutional staff turnover variable, all median responses for the chief campus administrative officers (Table A-2.11) are higher than Coordinators' responses. Thus, to an even greater degree, they viewed these variables as having a facilitating effect on the progress in the instructional ACCTion area.

The highest median, 6.27, is in response to the inhibiting/facilitating effect of the acceptance of and cooperation with ACCTion by other campus administrators. Eighty-eight percent rated this variable high to very high as a facilitator of progress in the ACCTion program area.

(For a comparison of the mean scores for all variables in this section of the survey, see Table V-3.)

Center Service Delivery

In the subsequent section of the survey, ACCTion Coordinators and chief campus administrative officers of colleges affiliated with the Instructional ACCTion Center were asked to assess the Center's service delivery in terms of the coordinating and facilitating skills of the ACCTion Center staff (see Appendix 7,p.A-218,Tables A-2.7 and A-2.12).

None of the ACCTion Coordinators rated the various aspects of Center service delivery as low. Median responses were above 5.90 except in the insufficient/excessive dissemination of information variable, where the responses of 23 out of 28 Coordinators were in the middle of the scale indicating satisfaction with the quantity of information received. Although all responses are positive, the lowest ones (5.90 and 5.93) relate to the overall effect on the institution in terms of staff skill improvement and strengthening of programs.

Chief campus administrative officers' responses to Center service delivery items (Table A-2.12) are also very positive. Thirteen factors out of 19 are rated above 6.00. Again, however, two median responses below 6.00 (5.85 and 5.93) relate to the overall effect on the institution in terms of staff skill improvement and strengthening of programs.

The mean scores for this section of the survey are shown in Table V-3 for ACCTion Coordinators and for chief campus administrative officers.

Multiple Center Membership

The final section of the survey requested responses to three open-ended questions, the first of which dealt with the advantages and disadvantages of multiple Center membership. The question was addressed to ACCTion Coordinators, chief campus administrative officers and Center staff. Twenty-eight Coordinators, 26 chief campus administrative officers and all Center staff responded to this question.

Responses from ACCTion Coordinators cited twenty-two advantages that would result from multiple Center affiliation. These advantages included the availability of broader information, increased program integration and total institutional development. One person suggested the need to participate in resource development in addition to another Center in order to become familiar with sources for funds to finance changes in institutional operations.

Thirteen disadvantages listed include not enough time, staff or money or the inability to focus resources on more than one program area. Several Coordinators indicated that they would like to continue with their present Center instead of or along with a new Center during the next academic year.

Chief campus administrative officers cited eighteen advantages to multiple Center affiliations. These chief campus administrative officers felt there would be faster institutional development, more schoolwide faculty interest and involvement and a more integrated approach. However, great concern was expressed regarding the lack of staff, time and money. Twelve disadvantages cited include lack of ability to concentrate resources on more than one area and concern regarding spreading ACCTion staff resources over too many areas.

The Center staff generally agrees that the concurrent affiliation of colleges with more than one ACCTion Center would provide benefits not available through single Center association. The staff notes that in the instructional service area several "natural links" occur with resources provided by the other Centers. Total college development would be enhanced, and the small amount of duplication of effort that exists would be eliminated. One staff member noted that the students would feel the impact of ACCTion programs more readily if joint ventures were planned.

Asked to define the disadvantages of multiple Center affiliation, staff noted that bookkeeping and administration would require revision and that current levels of funding would pose problems. In addition to these issues, a greater degree of cooperation among Centers, as well as a resolution of differing philosophies that might slow progress would be necessary. Limited internal resources of participating institutions may allow for change in only one area at a time. Colleges with a high ability to change would best benefit from multiple Center affiliation, while those less able to change require a sharper focus for their efforts. Generally, resource management is needed by most ACCTion-participating colleges, according to one respondent. If this topic is addressed in addition to the Center services, "colleges will already be dealing with two ACCTion topics."

Suggestions for Change

The second open-ended question requested suggestions for change in the scope of ACCTion services/service delivery. This question was answered by 24 ACCTion Coordinators and by 20 chief campus administrative officers.

ACCTion Coordinators and chief campus administrative officers both request more specialized workshops. ACCTion Coordinators also suggested increases in the amount of money allowed for a consultant's fee and increased allowances for exemplary site visits. Increased emphasis is suggested on management systems and the establishment of an administrative management component in ACCTion. This request was repeated by several chief campus administrative officers. Coordinators suggested additional consultant visits; chief campus administrative officers requested additional ACCTion staff visits and better timing of consultant services.

Chief campus administrative officers requested that ACCTion activities be held at each of the participating colleges or close to campus.

One Coordinator suggested a meeting of all the Coordinators to establish the goals and objectives of the Center; a chief campus administrative officer suggested an alumni type of association to continue cooperation among former ACCTion schools. One chief campus administrative officer indicated the need for the IAC to strengthen its monitoring function.

Ability to Continue the Program

The final survey question was addressed to institutions ending their three-year affiliation with the Instructional ACCTion Center. Twenty-three Coordinators and 19 chief campus administrative officers commented on their institutions' ability to continue or expand changes without direct assistance from the Instructional ACCTion Center.

Twelve coordinators indicated they felt that ACCTion-related activities would continue after they ended their affiliation with the Instructional ACCTion Center. Some indicated that they would continue but that they are concerned about a decline in the quality of the program, a slowing of the rate of development, and elimination of the opportunity to observe at other sites and to be stimulated by sharing programs with others. Only one indicated that it would be very difficult to continue.

Although three chief campus administrative officers indicated that cutbacks would occur in their programs, most of them indicated that progress would continue because of the skills developed through involvement with the Instructional ACCTion Center. Thirteen indicated that changes made would continue beyond the affiliation with this Center. Only one felt that there would be a large cutback in efforts. These findings relate to one objective stated in the *Plan of Operation* "To prepare participating colleges to strive for improved instruction and management independent of the guidance and technical assistance resources of ACCTion."

Even those who indicated that changes would continue requested some form of continued ACCTion aid and expressed the belief that continuing programs without ACCTion would be difficult.

The Advisory Board

The Advisory Board provides a sense of direction and advice to the Instructional ACCTion Center. The advisors include instructional administrators from participating institutions, from developed institutions, and from universities with leadership development programs for two-year college personnel.

Each member of the Instructional ACCTion Center was sent a survey requesting a listing of the major responsibilities of the Advisory Board and members' ratings of the success of the Advisory Board in carrying out each of these responsibilities. In addition, Advisory Board members were asked to describe and evaluate their relationship to the staff at the Center; to describe the contributions of the Advisory Board to the success of the Instructional ACCTion Center, and to offer recommendations for changing the structure and composition of the Advisory Board and the interaction of the Advisory Board with the Center staff.

Responsibilities. Members of the Instructional Services Advisory Board view their responsibilities in a variety of ways. The four respondents' answers diverged noticeably when asked to list the five major responsibilities of the Center's

Advisory Board. Several were quite specific, while several responded in the most general terms. Only one function was stated in similar terms by more than one person: to review and measure program goals and objectives. Three of the four considered this a major duty of the Board. Other responsibilities fell into the areas of providing ongoing program advice and technical assistance and providing interaction with the Center staff on program direction and future options.

Three of the four respondents rated responsibilities in terms of the Board's success in meeting them. On a scale of 1 to 7, with 1 indicating very low success and 7 indicating very high success, the Advisory Board generally received good ratings in all areas mentioned. All ratings fell between 5 and 7 on the scale except for two areas: to assist the ACCTion Center in providing technical assistance on request and to assist the Center in evaluating Center services, both of which were rated as 4.

Center Staff Comments. The majority of the Instructional Services Center staff agree that the role of the Advisory Board includes keeping the ACCTion Center and schools abreast of instructional trends and innovations and serving as a resource for instructional improvement through brainstorming and strategy planning. They also agree that the Board is responsible for providing technical advice, evaluating the program, assisting Center staff in setting priorities, and responding to questions on an as-needed basis. In all these responsibilities, the Center staff assessed the Advisory Board as successful, rating each between 5.3 and 6.5 on a scale of 1 to 7 (7 indicating very high success). In all cases the Advisory Board was termed above average in successfully meeting its responsibilities.

Relationships. The relationship between the Center staff and the Advisory Board members was invariably described as excellent. The Center staff was highly complimented on its organization, hard work, and helpfulness to Board members.

Contributions. The contributions of the Advisory Board to the success of the Instructional ACCTion Center have been based upon overall program guidance, according to two of the Board's members. By asking the right questions and indicating priorities, Board members have assisted the Center in providing

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needed services. Nevertheless, one member stated that the success of the Center is primarily the result of the hard work of the Center staff and that the Advisory Board's activities are secondary to that.

Suggestions for Change. When asked to recommend changes in the Advisory Board that would facilitate the operation of the Center, two respondents indicated that no alterations are needed. Those who responded indicated that more two-year college people are needed and that attention should be given to insuring that private colleges are adequately represented. It was also suggested that at least one member of the Board be included in all Regional Meetings, workshops, etc., and that one member visit each college within the Center each year.

Generally, the Instructional Advisory Board view the program and their role in the program as successful and necessary.

Other Findings

Interview data have indicated the following major findings:

- ACCTion has extended and opened communication among colleges in the Consortium as well as among colleges consulted outside the Consortium.
- ACCTion has fostered staff development by enabling faculty to visit exemplary programs in instruction and to attend workshops on current and timely topics.
- ACCTion has enabled faculty to communicate with peers.
- ACCTion has provided the opportunity for colleges to gain a perspective about where they are in relation to other similar colleges.
- Exemplary site visits and the use of outside consultants has opened communications with institutions outside ACCTion's member institutions.
- Consultants have been competent and have performed in a professional manner.
- Involvement with ACCTion has resulted in a significant reallocation of resources into the instructional area.

- Because of ACCTion, there is continuous reassessment of the curriculum.
- Colleges have received more services with greater creativity than they would have been able to generate by themselves.
- Accreditation has been achieved more rapidly than expected; colleges attribute this to the improvements apparent at their institutions as a result of ACCTion involvement.
- There is greater acceptance of staff development activities since these colleges have become affiliated with ACCTion.
- ACCTion is oriented to innovations; some institutions feel that there is not enough emphasis on learning theory or on the basics.
- ACCTion is viewed as having more impact than any other Federal program.
- There is a need for programs to train support staff to work with faculty.
- ACCTion programs have united younger and older faculty members.
- ACCTion works with colleges on relevant issues.
- Exposure at Regional Workshops has led colleges to the realization that they are not doing a great job in some areas.

VI. FINDINGS:
RESOURCE DEVELOPMENT ACCTION CENTER

Overview

The Resource Development ACCTion Center is designed to provide technical assistance to participating institutions to strengthen their capacity to meet resource needs, to develop their ability to identify and assess their needs, and to enhance their ability to develop long-range resource development planning. The Center, located at Brevard Community College, Cocoa, Florida, provides services primarily to 31 colleges in 23 states.

The following colleges have been affiliated with the Resource Development ACCTion Center during 1977-78. Those marked with an asterisk are the colleges that have completed three years with this Center. For these colleges, case studies documenting institutional changes can be found in Appendix 6, pp. A-151 - A-187.

*Arizona Western College, Yuma, Arizona
*Arkansas State University, Beebe, Arkansas
*Chesterfield-Marlboro Technical College, Cheraw, South Carolina
*Claremore Junior College, Claremore, Oklahoma
*Clark Technical College, Springfield, Ohio
*College of Southern Idaho, Twin Falls, Idaho
*Cowley County Community College, Arkansas City, Kansas
*Cumberland College of Tennessee, Lebanon, Tennessee
Delaware Technical & Community College, Dover, Delaware
*Edison Community College, Fort Myers, Florida
*Gogebic Community College, Ironwood, Michigan
Gordon Junior College, Barnesville, Georgia
*Harriman College, Harriman, New York
*Housatonic Community College, Bridgeport, Connecticut
Indiana Vocational Technical College, Columbus, Indiana
Indiana Vocational Technical College, Kokomo, Indiana
John A. Logan College, Carterville, Illinois
*Johnson County Community College, Overland Park, Kansas
*Lenoir Community College, Kinston, North Carolina
*Marshalltown Community College, Marshalltown, Iowa
Michigan Christian Junior College, Rochester, Michigan
*Mohegan Community College, Norwich, Connecticut
*Montreat-Anderson College, Montreat North Carolina
*Post College, Waterbury, Connecticut
*San Diego Evening College, San Diego, California

*Southeast Community College, Cumberland, Kentucky
*Southern Baptist College, Walnut Ridge, Arkansas
*Southwest Virginia Community College, Richlands, Virginia
Waukesha County Technical Institute, Pewaukee, Wisconsin
*Wesley College, Dover, Delaware
*Yakima Valley Community College, Yakima, Washington

According to the plan of operation completed by the Center, technical assistance is offered in five major categories: workshops, consultant services, dissemination of information/materials, visitations/exchanges, and development of support groups.

Objectives

The objectives of the Resource Development ACCTion Center (RDAC) are to assist the institutions' chief executive and administrative team to accomplish the following:

- Establish or strengthen the resource development program at each college
- Identify institutional needs or reassess needs for short- and long-range resource development planning
- Provide media information and training programs to assist in training resource development persons to prepare funding proposals
- Provide a broad range of technical assistance to colleges to establish and/or accomplish their institutional goals
- Increase the effectiveness of the operation of an administrative team from each college through attendance at the regional workshop
- Involve to a greater degree the chief executive of each RDAC college in resource development programs and activities
- Secure from a minimum of 90% of the participating colleges individual plans to improve their resource development activities
- Make formative and summative evaluations of the institutions' resource development goals and objectives, and assist the ACCTion Coordinating Office or independent agency to evaluate these activities

Scope of Services

To achieve the objectives discussed, the Resource Development ACCTion Center staff continued and expanded the previous years' activities. The major activities are briefly described below.

The resource information center, located at the Resource Development ACCTion Center, features current data on resource development, including guidelines for available programs and proposal-writing information, and the Center disseminates such information. Requests for assistance from nonaffiliated institutions are honored when possible. Many resource documents are sent to all member institutions of the ACCTion Consortium, thus giving all institutions the opportunity to receive basic information regarding resource development.

Specialist Training Programs (STP) were presented in Washington, D.C., to provide intensive one-week training sessions for representatives from participating institutions. Those attending were addressed by personnel from several Federal agency programs, including the National Institute of Education, Comprehensive Employment and Training Act programs, the National Science Foundation, and the American Institute of Planners. New program ideas as well as the mechanics of existing programs were discussed as they related to ACCTion objectives. Grantsmanship, the writing of proposals, and the techniques of grant administration were other topics covered by the program.

Among the highlights of the program were the visits with congressional or program representatives. The ACCTion staff arranged a block of time during which the STP participants were able to visit the offices and interact with those involved in the management of more than 18 Federal programs.

Various workshops were sponsored by the Center. At one presented in Tulsa, Oklahoma, in February 1978, 70 people, including 23 representatives from the Resource Development ACCTion Center colleges, were addressed by experts on foundation planning and development. Participation was open to other Consortium members as well as to those from the local community, although expenses were paid for only RDAC members who included this workshop in their plan.

Each of the Regional Workshops provided a vehicle by which the Resource Development Center staff worked at increasing the effectiveness of the institutional administrative teams selected by the individual administrative officer. This year's workshop focused on serving the needs of the nontraditional student.

The workshop setting also permits interaction among the staff, the Advisory Board members who are present, and college representatives. This opportunity to exchange ideas and experiences has been cited as one of the most beneficial features of ACCTion involvement.

Mini-Workshops on specific topics such as foundations, state and local funding, and proposal preparation have been presented at approximately 16 college sites.

Publication of a monthly *newsletter* and the *Hotline Bulletin* and distribution of other relevant information are other forms of assistance that reach beyond the participating institutions. The topics included in the newsletter include program information, application deadlines, grant information, activities of other ACCTion Centers, excerpts from news publications, and special highlights from Resource Development ACCTion Center participating institutions. Copies were sent to all ACCTion institutions, and an additional 50 copies were sent to the ACCTion Coordinating Office for local distribution. Numerous lists of books, periodicals, foundations, guidelines, and resource contacts are also made available to institution representatives.

The *Hotline Bulletin* generally addresses one topic in depth. The topic may be selected because of interest expressed by various institutions or an awareness by Center staff members of new techniques or new information relevant to the field of resource development.

Consultants, *consultant teams*, and/or *Resource Development ACCTion Center staff members* are available for on-site visits to the institutions. A member of the Resource Development ACCTion Center staff has visited every one of the participating institutions. On the basis of the findings from these visitations, input from the ACCTion Program Plans, the revised needs assessments, telephone conversations, and written requests from the schools, the Center staffs determine appropriate changes in and appropriate direction of the services offered to the institutions.

An Internal Advisory Board, consisting of Dr. Maxwell King, Brevard president; one of the campus provosts; the comptroller; the coordinator for continuing education for women; and an assistant to the president for program development, assists the

Resource Development ACCTion Center in the internal management of the program and provides additional consultant capacity for the Center.

Exemplary or exchange visits are arranged by Center staff to provide opportunities for faculty and administrative staff from one institution to observe outstanding ongoing programs at other institutions.

Analysis of Data

Needs Assessment

As part of this year's external evaluation survey, a copy of the original 1975-76 Resource Development ACCTion Center needs assessment was sent to each ACCTion Coordinator of colleges participating in the Resource Development ACCTion Center. This section of the survey instrument was used to determine changes in the assessment of needs during this three-year period for the colleges that have completed three years with this Center. For these 24 colleges, comparisons were made between the 1975-76 needs assessment results and the 1977-78 results on the same instrument. A series of correlated t-tests was computed to determine whether there were significant differences between the pre and post needs assessment scores. The results for the t-tests in which the mean difference was significant at the .05 level are shown for the Resource Development ACCTion Center in Table VI-1.

The needs assessment part of the survey consisted of three major portions: General and Managerial Needs, Status of Existing Programs, and Estimated Need for Further Development.

General and Managerial Needs. For each of these questions, a lower score represented a response indicating a more critical or pressing need. Therefore, a statistically significant negative mean difference indicates that the need is considered significantly less important at present than it was three years ago. Conversely, a significant positive mean difference suggests that a need is perceived as significantly more important today than three years ago.

The statistically significant differences in General and Managerial Needs variables thus indicate significant positive

TABLE VI-1

Summary of Significant t-Tests Comparing Pre and Post Needs Assessments Scores for Resource Development ACCTion Center

Variable	N	Mean Difference	SD	Correlation	p	t	df	p
I. General/Managerial Needs								
Establishing goals and objectives	13	-1.00	1.39	-0.09	0.764	-2.79*	12	0.016
Developing internal operational procedures	13	-0.85	1.28	-0.11	0.730	-2.38*	12	0.035
II. Status of Existing Programs								
Helping locate resource development information	13	-0.61	0.77	0.05	0.884	-2.89*	12	0.014
Identification of priority projects	13	-0.77	0.93	-0.24	0.428	-2.99*	12	0.011
Use of consultants	13	-0.62	0.96	-0.11	0.724	-2.31*	12	0.040
Securing resources through state programs	13	0.92	1.44	-0.53	0.063	2.31*	12	0.040
Securing resources through private foundations	13	-0.92	1.04	0.30	0.316	-3.21**	12	0.008
III. Estimated Need for Further Development								
Helping locate resource development information	12	0.67	0.99	-0.24	0.448	2.35*	11	0.039
Identification of priority projects	11	0.64	0.81	-0.16	0.635	2.61	10	0.026
Researching and analyzing funding sources	12	0.83	0.94	-0.06	0.866	3.08**	11	0.010
Staff development training	13	0.69	1.03	-0.11	0.720	2.42*	12	0.032
Private foundations	13	0.69	0.95	0.32	0.280	2.63*	12	0.022
Corporations	13	0.54	0.88	0.29	0.329	2.21*	12	0.047

* $p < .05$
** $p < .01$

change. The areas related to establishing goals and objectives for the program and developing internal operational procedures have shown significant improvement and are not as great a need now as they were three years ago. For General and Managerial Needs variables, nine out of ten areas showed positive change over the three-year period, with a mean difference of .49, as seen in Table VI-2.

Status of Existing Programs. The assessment of changes in the Status of Existing Programs is also shown in Table VI-1. A negative difference indicates that there was more development on the second evaluation. Conversely, a positive difference suggests less development at present than three years ago. The following areas showed significant change in the direction of greater development:

- Helping locate resource development information
- Identification of priority projects
- Use of consultants
- Securing resources through private foundations

One area, securing resources through state programs, is a significantly greater need now than it was three years ago, since the colleges rated this as a weaker area than they did three years ago. Significantly more dependence is being placed on securing resources from private foundations than from state programs. The influence of ACCTion is apparent here: it has assisted colleges to locate other resources for the support of postsecondary education, since there are so many increasing demands being made upon state resources.

Out of the 32 variables listed, there is a general trend toward positive change (greater development), in 22. Table VI-2 shows a slight difference in the mean score for all variables listed under Status of Existing Programs when comparing the mean from 1975-76 to the mean for the Status of Existing Programs section for 1977-78.

Estimated Need for Further Development. In the section Estimated Need for Further Development (see Table VI-1), the following variables showed significant change, indicating that the need is not as great as it was three years ago:

- Helping locate resource development information
- Identification of priority projects
- Researching and analyzing funding sources
- Staff development training
- Securing resources through private foundations
- Securing resources through corporations

Most of the items for the Resource Development ACCTion Center that were shown to improve significantly in previous sections are no longer high in priority in terms of need for further development. For example, there is no pressing need for securing resources through private foundations. This is now an "important need," as it should be and will undoubtedly continue to be for many years to come.

Out of the 32 variables listed in this section, all but four have shown some degree of positive change; therefore, the needs are no longer as great as they were three years ago for the schools affiliated with the Resource Development Center this past year. Table VI-2 shows the difference between the mean score for this section of the survey (1977-78) compared to the mean score for the same section of the needs assessment during 1975-76.

TABLE VI-2

Comparison of Mean Scores from Needs Assessment 1975-76 to Needs Assessment 1977-78, Resource Development ACCTion Center

Item Group	Mean Score 1975-76	Mean Score 1977-78	Difference
General and Managerial Needs	2.14	2.63	.49
Status of Existing Programs	2.35	2.52	.17
Estimated Need for Further Development	2.92	2.63	.29

Achievement of Overall ACCTion Goals/Objectives, 1977-78

This section of the survey requests respondents to assess the achievement of ACCTion's overall goals/objectives during the 1977-78 academic year. The survey question was completed by both the ACCTion Coordinators and the chief campus administrative officers, (see Appendix 7, Tables A-3.3 and A-3.8). It is important to note that the chief campus administrative officer has not been involved with ACCTion to the same degree as the ACCTion Coordinator. Thus perceptions may differ considerably.

The opinions of the ACCTion Coordinators, chief campus administrative officers, and Center staff members affiliated with the Resource Development ACCTion Center were compared on the questions of need to change and ability to change the overall resource development program; one-way analyses of variance were used for comparison. Where significant overall differences were observed, Newman-Keuls tests were used to determine between which groups the differences were located. Results of the analyses of variance and Newman-Keuls tests are shown in Tables VI-3 and VI-4.

TABLE VI-3

Summary of Analyses of Variance for Need to Change and Ability to Change Overall Resource Development Program for ACCTion Coordinators, Chief Campus Administrative Officers, and Center Staff, Resource Development ACCTion Center

	Need			Ability		
Source of Variance	df	F Ratio	p	df	F Ratio	p
Between Groups	2	3.74	0.03	2	3.94	0.02
Within Groups	75			74		

TABLE VI-4.

Newman-Keuls Tests for Comparisons of Need to Change and Ability to Change Overall Resource Development Program for Colleges Affiliated with the Resource Development ACCTion Center

Variable		Group Coordinators	Center Staff	Chief Campus Administrative Officers
Need to Change	N	25	31	22
	$\bar{x}$	3.44	3.34	4.41
Ability to Change	N	24	31	22
	$\bar{x}$	4.58	4.83	5.45

It was found that the mean responses of the ACCTion Coordinators and the Center staff members were very similar, while the chief campus administrative officers reported both a significantly greater need to change and ability to change the overall resource development program. This is possibly the result of the chief campus administrative officers' greater responsibility for the funding of the institutions and their need to remain optimistic regarding the opportunities and the ability of the institution to meet financial and other challenges.

The highest median response for both ACCTion Coordinators and chief campus administrative officers (6.54 and 5.86, respectively) related to the goal of providing a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another. All of the ACCTion Coordinators rated this variable in the three highest levels: 5, 6 or 7 on a 7-point scale. The lowest median response for both groups related to the goal of developing expertise and experience in evaluating programs and services.

The mean score for these eight questions is 5.16 for ACCTion Coordinators and 5.19 for chief campus administrative officers, indicating consistency between the two groups and an above-average assessment of the achievement of the goals/objectives of ACCTion. (see Table VI-5).

TABLE VI-5

Comparison of Mean Scores for Subsections of Achievement Review Section of 1977-78 Survey for Colleges Affiliated with the Resource Development ACCTion Center

	ACCTion Coordinators	Chief Campus Administrative Officers	Difference
Achievement of Overall ACCTion Goals/Objectives, 1977-78	5.16	5.19	.03
Assessment of ACCTion Services	5.80	5.80	---
Institutional Overview	4.76	5.01	.25
Inhibiting/Facilitating Effects of Institutional Factors	5.21	5.10	.11
Center Service Delivery	5.94	5.60	.34

Assessment of ACCTion Services

In this section of the survey the ACCTion Coordinators and the chief campus administrative officers were asked to assess the effectiveness of ACCTion services and to indicate their satisfaction with these services. Some of these questions were repeated from last year's external evaluation survey; therefore comparisons can be made (see Appendix 7, Tables A-3.4 and A-3.9).

All median responses given by the ACCTion Coordinators are at 6.0 or above on a 7-point scale, indicating generally high satisfaction with ACCTion services. However, two Coordinators have given each variable a negative rating.

The chief campus administrative officers indicated a somewhat lesser degree of satisfaction with ACCTion services, although responses are still above average. Only one chief campus administrative officer gave a negative rating to only one variable, timeliness of services.

As can be seen in Table VI-5, the mean score for the Assessment of ACCTion Services section of the survey is the same for the ACCTion Coordinators and for the chief campus administrative officers.

The summative evaluation report, 1976-77, also indicated positive and very positive responses to these variables. Specific percentages were not included. More extensive comparisons are not possible, since different scales were used for the two surveys.

Institutional Overview

In the next section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess institutional variables as they relate to the ACCTion program (see Appendix 7, Table A-3.5 and A-3.10).

The highest median responses by ACCTion Coordinators affiliated with this Center refer to the acceptance of and cooperation with ACCTion by the chief campus administrative officer and to the chief campus administrator's personal involvement in ACCTion activities (6.61 and 5.81, respectively). Sixty-eight percent of the Coordinators rated acceptance and cooperation by the chief campus administrative officer in the two highest categories; 6 or 7 on a 7-point scale. Yet 24% rated this variable in the lowest categories; 1, 2, or 3.

Fifty-two percent of the ACCTion Coordinators rated other campus administrators' acceptance of and cooperation with ACCTion in the two highest categories, while only 36% rated acceptance and cooperation by the college's faculty and staff at this high level.

Only 36% of the ACCTion Coordinators felt that resource development receives a high ranking in relation to other institutional priorities. Not a single ACCTion Coordinator gave the highest rating (7) to the allocation of college financial resources to the resource development area. However, 40% gave this a high rating -- 6 on a 7-point scale.

Sixty percent of the ACCTion Coordinators gave a high to very high rating to the college's allocation of professional time. The median response was 5.73, while the median on the variable related to the allocation of financial resources was 5.00. Of chief campus administrative officers, 64% rated the acceptance of and cooperation with ACCTion by other campus administrators in the two highest categories (6 or 7 on a 7-point scale); 43% rated acceptance and cooperation by the college's faculty and staff at this high level. This is consistent with the responses of the ACCTion Coordinators on the same variables.

Forty-eight percent of the chief campus administrative officers gave a high to very high rating to the ranking of the resource development program in relation to other institutional priorities.

Also consistent with the Coordinators' responses are the chief campus administrative officers' rating of the allocation of college financial resources and of the college's allocation of professional time. Not one of the chief campus administrative officers gave the highest rating to the allocation of college financial resources to the resource development area. However, 39% gave this a high rating -- 6 on a 7-point scale. Seventy-four percent of the chief campus administrative officers give a high to a very high rating to the college's allocation of professional time. The median response was 5.65, while the median on the variable related to the allocation of financial resources was 5.14.

Both the ACCTion Coordinators and the chief campus administrative officers give generally positive ratings to the competency and morale of the institutional resource development staff. However, with both groups the lowest median response (4.25 for chief campus administrative officers and 4.20 for ACCTion Coordinators) is given to adequacy of institutional staff size to perform functions in the ACCTion program area.

Inhibiting/Facilitating Effect of Institutional Variables

ACCTion Coordinators and chief campus administrative officers were asked to rate the inhibiting/facilitating effect of the institutional variables assessed in the previous section of the survey (see Appendix 7, Tables A-3.6 and A-3.11). High ratings indicate a facilitating effect.

The acceptance of and cooperation with ACCTion by the chief campus administrative officer received the highest median response, indicating its high facilitating effect by the ACCTion Coordinators. This median response was 6.54, with 76% giving it a rating of 6 or 7, the two highest categories.

Of the responding Coordinators, 52% rated the chief campus administrator's personal involvement as having a high to very high facilitating effect, with a median response of 6.08.

Acceptance of and cooperation with ACCTion by other campus administrators is given a high to very high rating as a facilitating factor by 60% of the ACCTion Coordinators. Only 32% of the ACCTion Coordinators gave a high to very high rating to the facilitating effect of the college's faculty and staff acceptance of and cooperation with ACCTion.

Forty-one percent of the ACCTion Coordinators gave a high to very high rating to the facilitating effect of the ranking of resource development in relation to other institutional priorities. Allocation of college financial resources was rated as having a high to very high facilitating effect by 36% and an inhibiting to very inhibiting effect by 16% of those responding.

Sixty percent of the ACCTion Coordinators gave one of the two highest category ratings to the allocation of professional time as a facilitating factor; 12% identified this variable as having a very inhibiting effect.

The range of medians is from 4.75 to 6.54, indicating that more than 50% of the ACCTion Coordinators view all factors as having at least an average or above-average facilitating effect on the college's progress in the resource development area.

The range of medians for the chief campus administrative officers is from 4.25 to 5.99, a narrower range than that of the Coordinators. The highest median response occurred in regard to the facilitating effect of the morale of the institutional staff in the resource development area; the lowest median response occurred in regard to institutional staff turnover.

Fifty-two percent of the chief campus administrative officers gave high to very high ratings to the effect on the ACCTion program of the acceptance of and cooperation with ACCTion by other campus administrators. Only 39% of these respondents view the acceptance of and cooperation with ACCTion by the college's faculty and staff as having a high facilitating effect on the program.

With a median response of 5.11, 35% of the chief campus administrative officers gave a high to very high rating to the facilitating effect of the ranking of the resource development program in relation to other institutional priorities. None of the chief campus administrative officers gave the highest rating to the facilitating effect of the allocation of college financial resources; only 26% gave it a high rating (6 on a 7-point scale), compared with the 61% of the respondents who gave a high to very high rating to the facilitating effect of the college's allocation of professional time to the resource development area. Median responses were 4.89 for financial resources and 5.73 for allocation of professional time.

Center Service Delivery

In the subsequent section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess the Center's service delivery in terms of the coordinating and facilitating skills of the ACCTion Center staff (see Appendix 7, Tables A-3.7 and A-3.12).

The overall response by ACCTion Coordinators to questions regarding Center service delivery is very positive (Table A-3.7). The medians range from a high of 6.50 to a low of 5.70. The mean score for all variables on this page is 5.94, the highest mean score for any section in the Achievement Review part of the survey.

Of the ACCTion Coordinators responding to the survey, 92% gave a high to very high rating to the provision of opportunities for interaction among similar institutions (median of 6.50). Of the ACCTion Coordinators responding, 88% indicated high to very high continuity of relationships with the ACCTion staff members (median of 6.33). But only 58% gave a high to very high rating to the facilitating skills of the Center staff in the development of the institutional plan.

Not one of the Coordinators gave a very negative rating to any of the variables. However, there were some instances where Coordinators gave an average or below-average rating to aspects of the planning process.

In assessing the overall effect of Center service delivery on the institution, the two highest ratings were given by 81% of the ACCTion Coordinators to the upgrading of staff skills; 73% rated the strengthening of programs similarly.

Generally, the chief campus administrative officers are positive in their assessment of the facilitating and coordinating skills of the Center staff (Table A-3.12), though they are less positive than the Coordinators. The median responses range from a high of 6.15 to a low of 4.91. The mean score for all variables in this section is 5.59 (see Table VI-5).

In the area of dissemination of information, the appropiateness is rated the highest (median 6.15), and excessiveness is the lowest (median 4.91), indicating satisfaction with the amount of material.

Consistent with the responses of the Coordinators, between 13% and 26% of the chief campus administrative officers gave an average or below-average rating to each of the variables related to the planning process.

Seventy percent of the chief campus administrative officers rated the continuity of relationships with ACCTion staff members in the two highest categories (median 5.95).

In assessing the overall effect on the institution, 77% of the chief campus administrative officers rated the upgrading of staff skills in the high to very high categories (median 5.96); 82% gave a similarly high rating to the strengthening of programs (median 5.86).

Multiple Center Membership

The final section of the survey requested responses to three open-ended questions. The first dealt with the advantages and disadvantages of multiple Center membership. This question was addressed to ACCTion Coordinators, chief campus administrative officers, and Center staff. Twenty-seven Coordinators, 20 chief campus administrative officers, and all Center staff responded to this question.

Twenty-six responses to the question addressing the ACCTion Coordinators' attitudes toward multiple Center membership were positive. Seven responses cited the broader access to ideas and information; six coordinators mentioned more integrated or balanced program development; the other reasons given included more understanding and acceptance of the ACCTion program by the institution and faster pace for overall institutional development through the involvement of more areas of the school. Six of the 10 disadvantages listed by the Coordinators were related to the difficulty in financing and releasing staff to maintain the activities related to more than one Center. One response indicated a belief that one component would dominate whatever resources were available, and one Coordinator labeled the suggestion as impractical for small institutions.

The chief campus administrative officers identified 17 advantages to multiple Center memberships. These positive responses were in general agreement with those listed by the Coordinators: broader opportunities to exchange ideas; more integrated, systemwide involvement and integration of programming; increased service delivery; and increase in the pace and amount of institutional development. Again, however, the lack of time, money, and staff was cited as the major disadvantage.

The Center staff was also asked to identify the advantages and disadvantages of multiple Center associations. In terms of advantages, they reported that multiple Center associations would allow for technical assistance to be tailored to fit each institution's particular needs. It would also allow for participation at generalized workshops, such as proposal writing and program administration, which are nonspecific in terms of center, by members of all Centers. Although there are optimum sizes for every function, it was noted that no restructuring would be needed to deliver this type of technical assistance. The disadvantages noted were difficulty of administration and problems in funding control. Multiple Center association would also require the Centers to involve their staffs in several areas -- students, instruction, funding, and others -- to properly plan programs. One staff member stated, however, that although multiple Center association may result in more work, this should not be used as the basis for rejecting the idea if it would result in better service to the colleges.

Suggestions for Change

The second open-ended question requested suggestions for changes in the scope of ACCTion services/service delivery. This question was answered by 23 Coordinators and by 16 chief campus administrative officers.

Twenty-six suggestions for change in ACCTion services were given by the ACCTion Coordinators. These suggestions fell into categories dealing with increase or expansion in present programs, suggestions for change in curricula, and suggestions affecting program process or administration. Specific requests were for more individualized workshops, increase in management by objectives training, increases in consultant services, more flexibility in funding for exemplary visits, development of long-term internships, and related non-ACCTion-sponsored workshops.

The chief campus administrative officers also cited the need for more management development, more individualized workshops and activities, strengthening the institution's resources and staff by dealing with a single area, and more attention to the problems of specific groups or subgroups such as church-related or private schools.

Ability to Continue the Program

The final survey question was addressed to institutions that are ending their three-year affiliation with the Resource Development ACCTion Center. Twenty Coordinators and 15 chief campus administrative officers commented on the institutions' ability to continue or expand changes without direct assistnace form the Resource Development ACCTion Center.

Several ACCTion Coordinators indicated that their institutions were in a "good" or "excellent" position to continue and/or expand the ACCTion program developed with the Resource Development ACCTion Center. They stated that this continuation is possible because of the skills acquired through ACCTion participation. (Thirteen Coordinators are represented in this group.) Six of the Coordinators felt negative or expressed concern regarding the continuation of their programs. Funding for staff was cited as a problem, as was difficulty in maintaining the pace of resource development without assistance from ACCTion.

Several Coordinators requested that the Center continue sending materials to schools that have "graduated." Also suggested was an annual conference for the "graduated" Coordinators.

There were ten positive responses from the chief campus administrative officers. Only four responses indicating a limited or poor assessment of their capability to continue were cited. One respondent stated that "[we] would like the opportunity to attend workshops even if it means paying our own way."

The Advisory Board

The Board consists of 10 persons: six college presidents of schools belonging to the RDAC including two from private institutions; the chairman of research and development of higher education at the University of California at Berkeley; the president of the Danforth Foundation; a member of the Los Angeles District Schools; and the assistant superintendent of area schools, State of Iowa.

The selection of the Board members was intended to provide a cross-section of individuals who are experts in higher education and who have experience with two-year colleges.

Each member of the Resource Development Advisory Board was sent a survey requesting a listing of the major responsibilities of the Advisory Board and their rating of the success of the Advisory Board in carrying out each of these responsibilities. In addition, Advisory Board members were asked to describe and evaluate their relationship to the staff at the Center; to describe the contributions of the Advisory Board to the success of the Resource Development ACCTion Center; and to offer recommendations for changing the structure and the composition of the Advisory Board and the interaction of the Advisory Board with the Center staff.

Responsibilities. Six of the seven members of the Resource Development Advisory Board considered evaluation of the program one of their major responsibilities and rated their achievement as successful. Two other areas of majority agreement are to provide advice to the Center staff on programs and program needs and to determine policy. Both parameters were rated as successful on a scale of very low to very high.

Other areas that at least two members describe as major functions of the Board are review, analysis, and recommendation of proposals (rated as very successful); recommendation of potential consultants and assistance in the selection of Center staff, also rated as successful; and review and input on quarterly and annual reports, again rated as successful.

Several additional areas of responsibility noted by one member of the Board include participating in exemplary college visitation programs, seeking out external funding sources, assisting the Center staff to improve college involvement in Center activities, and communicating with recipients of program services on an informal basis. These functions were rated as moderately successful.

Center Staff Comments. In listing the responsibilities of the Advisory Board to the Resource Development ACCTion Center, the Center staff agreed upon three functions: assistance in short- and long-range planning, provision of expertise in special areas such as foundations and annual fund campaigns, and review of draft budgets and proposals. In all three areas the Advisory Board was rated as highly successful by the Center staff. The other functions listed for the Advisory Board include serving as a sounding board for technical assistance, providing input from campuses, suggesting program changes, and assisting in refining management policies. In all four, Advisory Board success is described as excellent.

Relationships. Asked to describe their relationship with the Center staff, the Advisory Board members unanimously agreed that the staff is made up of highly qualified, cooperative, and responsive personnel. Without hesitation they stated that their relationship with Center staff was excellent, warm, and friendly and that the staff had provided extensive communications, both written and verbal, which had fostered program success.

Contributions. Three of the seven respondents to the questionnaire noted that they have served on the Resource Development Advisory Board for only a short time and therfore were unable to describe the contributions of the Board to the Center's success. One noted that he was not at a Center and therefore was unable to respond. The three members who were able to respond to this question noted that the Advisory Board has operated as a review board and has contributed "an awareness of real institutional needs." The Board serves to keep programs closely in touch with real needs. The Board also assists the Center staff in projecting long-term work that will enable the Center "to head off, rather than just to react to, future problems."

Suggestions for Change. Evaluations of needed changes in Advisory Board structure, composition, and interaction with Center staff reveal that no changes are recommended. The only suggestion for improvement, which was mentioned by two respondents, was that the Board meet more frequently, and at least once a year at the Center's home base.

In sum, the Resource Development Advisory Board view their functions and achievements as successful, with no major modifications required for improvement.

Other Findings

Interview data have indicated the following major findings:

- For some colleges, exposure to personnel at other institutions and the opportunity to share has been the greatest asset of belonging to ACCTion.
- Cooperative relationships with other institutions have developed as a direct result of ACCTion.
- Administrators are generally very aware of ACCTion goals and objectives and act in supportive roles.
- Faculty tend not to be knowledgeable about resource development, except at colleges that have emphasized increasing the role of faculty in securing resources.

- A management team approach has been begun at many colleges as a result of an ACCTion conference attended last year and the approach used during Regional Conferences wherein a team of campus representatives are encouraged to attend and required to devise some plan for implementation upon their return.
- The Resource Information Center is an excellent source of information and a resource that the colleges depend upon.
- The geographically isolated schools are less able to handle a large number of activities and are less likely to take advantage of multiple Center membership if offered.
- Colleges receive a personal response from Center staff.
- Material used is generally well thought out.
- Some colleges have seen little increase in dollars, while others estimate a 5% to 10% increase as a direct result of ACCTion.
- The Resource Development offices at the colleges will be operating at a much better level.
- Center staff are highly rated, and it is felt that management of the Center increases in effectiveness each year.
- Colleges are estimated to be four years ahead of where they would have been without the impetus and tools provided by ACCTion.
- Personnel are no longer awed by the "system" (referring to the Office of Education and other Federal governmental agencies).

VII. FINDINGS:
STUDENT DEVELOPMENT SERVICES ACCTION CENTER

Overview

The Student Development Services ACCTion Center is the only ACCTion Center affiliated with a private, church-related (Mennonite) institution. The primary roles of this ACCTion Center are essentially the same as those of the other Centers: to help with the planning process in terms of assessing needs, establishing goals and objectives, implementing program plans, and evaluation; and to provide technical resources in the form of workshops, consultants, information, and a forum for cross-fertilization of ideas.

Twenty-seven institutions are affiliated with the Student Development Services ACCTion Center in 1977-78. Nine of these institutions are privately funded; five are located in rural areas, three in urban areas, and one in a suburban area. The other 18 institutions are publicly financed, with five in rural areas, six in suburban areas, and seven in urban areas.

The following colleges have been affiliated with the Student Development Services ACCTion Center during 1977-78. Those marked with an asterisk represent the colleges which have completed three years with this Center. For these colleges, case studies documenting institutional changes can be found in Appendix 6, pp. A-188 to A-217.

*Alvin Community College, Alvin, Texas
Central College, McPherson, Kansas
*Chowan College, Murfreesboro, North Carolina
*Copiah-Lincoln Junior College, Wesson, Mississippi
Delaware Technical & Community College, Wilmington, Delaware
*Donnelly College, Kansas City, Kansas
Eastern New Mexico University, Roswell, New Mexico
*Fisher Junior College, Boston, Massachusetts
*Hutchinson Community Junior College, Hutchinson, Kansas
Indiana Vocational Technical College, Evansville, Indiana
Indiana Vocational Technical College, Terre Haute, Indiana
*Lassen College, Susanville, California
*Lehigh County Community College, Schnecksville, Pennsylvania
*Lower Columbia College, Longview, Washington
*Maria Regina College, Syracuse, New York
Midlands Technical College, Columbia, South Carolina
*Mount Olive College, Mount Olive, North Carolina
*Northwestern Connecticut Community College, Winstead, Connecticut

*Olney Central College, Olney, Illinois
Piedmont Technical College, Greenwood, South Carolina
*St. John's College, Winfield, Kansas
*Thomas Nelson Community College, Hampton, Virginia
Tri-County Technical College, Pendleton, South Carolina
*Westbrook College, Portland, Maine
*West Los Angeles College, Culver City, California
*Williamsport Area Community College, Williamsport, Pennsylvania
York College, York, Nebraska

The Student Development Services ACCTion Center staff sees its function as actively supporting the designated ACCTion Coordinators, administrators, and faculty in the following areas: defining student services goals and objectives on an individual school basis; evaluating and developing appropriate ongoing procedures for the effectiveness of programs and delivery of services; developing staff or programs to improve student services functional areas: recruitment, admissions, registration, records, orientation, counseling, advisement, testing, placement, follow-up, financial aid, career development, student development, student life, academic support services, services for special student groups; and improving managerial and coordinating skills for student services administrators.

Objectives

Four central goals for this Center are as follows:

- To continue to develop and strengthen the capability of student development services professionals in two-year postsecondary institutions to meet student needs.

- To identify and apply resources in the entire campus environment that enhance and strengthen an integrated and holistic attitude toward education.

- To create a network of trained student services professionals who can become resources for their own and other developing institutions.

- To improve cooperation and coordination between Academic and Student Development Services components of participating institutions for the purpose of more effectively meeting student needs.

The following principles were stated as guides for the 1977-78 year:

1. Differential planning and programming
2. Interinstitutional support systems
3. Maintaining change
4. Developing planning and evaluation competencies
5. Preparing for independence

Scope of Services

The following series of statements identifies the variety of services/activities included in the programmatic operation of the Student Development Services ACCTion Center:

1. To prepare and distribute (prior to July 1) a comprehensive needs assessment document to be completed by student services staff at participating colleges.
2. To conduct a summer planning and training workshop no later than August 15 for all staff and program coordinators from all 27 participating colleges.
3. To provide by October 15, 1977, a two-day initial on-campus planning workshop for approximately 14 SDSAC colleges needing further planning assistance.
4. To provide during the spring of 1978 a college-based training workshop or training activity designed by institutional staff with assistance from Center staff.
5. To schedule and design Thematic Workshops or training sessions, regionally distributed, for approximately 56 representatives from the institutions, directed by SDSAC and other ACCTion staff and selected experts, and focusing on functional areas of concern and interest and on special student groupings.
6. To schedule and design two intercollegiate observation/participation traveling seminars for approximately 56 persons, to be coordinated and directed by a staff person or consultant; participants would visit several colleges having exemplary programs in student

development and student services functional areas.

7. To provide two days of consultation for each of the 27 colleges by consultants with recognized competencies related to institutional program and staff development needs.

8. To establish individualized Specialist Training Program, which will allow 56 selected student development services administrators and specialists to receive specified training under the coordination of the director of the SDSAC.

9. To establish individualized observations/visitations that allow several staff from approximately 14 developing institutions to travel to institutions with successful programs for one or two days of analysis and planning.

10. To provide two-day intensive case studies of one or more institutions with exemplary student services programs for approximately 14 persons from ACCTion colleges.

11. To provide various information services to address identified institutional needs. These include the SDAC ACCTion Newsletter; the SDAC Info Corner, a newsletter listing the holdings of the SDSAC Information Center Library; journal and literature reviews; and the Back Home Planning Guide, given out at the conclusion of each workshop to facilitate the sharing of information with other faculty and staff.

The SDSAC has instituted a midyear review, in which the staff member assigned to a college calls and checks on progress toward achievement of a particular program goal. The need for change is discussed, and the program plan is updated accordingly. Progress at each institution is also updated according to the information obtained from the monthly reports compiled for each institution.

Analysis of Data

Needs Assessment

As part of this year's survey, a copy of the original 1975-76 Student Development Services ACCTion Center needs assessment was sent to each ACCTion Coordinator of colleges participating in the Student Development Services ACCTion Center. This part of the survey instrument was used to determine significant changes in the assessment of needs during this three-year period for the colleges that have completed three years with this Center. For these 18 colleges, comparisons were made between the 1975-76 needs assessment results and the 1977-78 results on the same instrument. It made possible the comparison of perceptions of needs necessary for judging change. A series of correlated t-tests were computed to determine whether there were significant differences between the pre and post needs assessment scores. The results for t-tests in which the mean difference was significant at the .05 level are shown for the Student Development Services ACCTion Center in Table VII-1.

The needs assessment part of the survey consisted of three major portions: General and Managerial Needs, Status of Existing Programs, and Estimated Need for Further Development.

General and Managerial Needs. For each General and Managerial Needs question, a significantly negative mean difference indicates that the need is considered less important today than three years ago. Conversely, a positive mean difference suggests that a need is perceived as more important currently than three years ago.

All the differences in General and Managerial Needs variables indicate positive change, with an overall mean difference of .28, as seen in Table VI-2. Areas showing significant positive change are those related to establishing philosophy, goals, and objectives; design and organization of the program in accordance with the philosophy, goals and objectives; in-service staff development and training; and evaluating Student Development programs and services.

Status of Existing Programs. The assessment of changes in the status of existing programs is also shown in Table VII-1. A negative difference indicates that there was more development on the second evaluation. Conversely, a positive difference suggests less development at present than three years ago.

TABLE VII-1

Summary of Significant t—Tests Comparing Pre and Post Needs Assessment Scores for Student Development Services ACCTion Center

Variable	N	Mean	SD	Correlation	p	t	df	p
I. General and Managerial Needs								
Establish philosophy, goals and objectives	15	-1.00	1.36	0.13	0.635	-2.84*	14	0.013
Design and organization of program in accordance with goals	15	-1.00	1.56	0.06	0.344	-2.49*	14	0.026
In-service staff development and training	15	-0.87	0.92	0.31	0.255	-3.67**	14	0.003
Evaluating Student Development programs and services	15	-0.87	1.46	-0.29	0.296	-2.30*	14	0.037
II. Status of Existing Programs								
Student Information systems	13	-0.54	0.66	0.36	0.228	-2.94*	12	0.012
Staff development of group counseling skills	16	-0.63	1.15	-0.05	0.864	-2.18*	15	0.045
Career development, sensitivity and awareness enhancement	16	-0.50	0.82	0.33	0.214	-2.45*	15	0.027
Student leadership training	17	-0.53	1.01	0.19	0.464	-2.17*	16	0.046
III. Estamated Need for Further Development								
Identification and development of student employment opportunities	16	0.63	1.03	0.23	-0.392	2.44*	15	0.028
Staff development of general counseling skills	15	0.99	0.49	0.49	0.062	2.36*	14	0.033
Staff development of group counseling skills	15	0.80	1.08	0.12	0.666	2.86*	14	0.013
Career development, sensitivity and awareness enhancement	16	0.69	0.79	0.25	0.347	3.47**	15	0.003
Program evaluation	16	0.44	0.81	0.45	0.780	2.15*	15	0.048

* p < .05
** p < .01

All significant t-values showed more development at the end of the three-year period. Variables showing significant change include the following:

- Student information systems
- Staff development of group counseling skills
- Development of counseling skills related to career development sensitivity and awareness enhancement
- Student leadership training

In addition,Table VII-2 displays the mean score from the needs assessment of three years ago compared to the mean score of the instrument administered for this evaluation. There is little difference between the mean scores. While no observable trend is apparent, results of the next section of the survey (see below) show a definite trend toward positive growth in most areas.

Estimated Need for Further Development. In the section Estimated Need for Further Development, five areas showed significant development and therefore less need for development in the future (see Table VII-1). These areas are as follows:

- Identification and development of student employment opportunities
- Staff development of general counseling skills
- Staff development of group counseling skills
- Development of counseling skills related to career development sensitivity and awareness enhancement
- Program evaluation

Much of the improvement centered on three basic areas:

- Identification of employment opportunities and career sensitivity
- Development of general and group counseling skills
- Improved program evaluation

This is consistent with the identification of general and managerial needs and changes in the Status of Existing Programs ratings.

Of the 52 variables listed in this section, all but 14 have shown some degree of positive change; therefore, needs are no longer as great as they were three years ago for the schools affiliated with the Student Development Services ACCTion Center.

Table VII-2 shows the difference between the mean score for this section of the survey compared to the mean score for the same section of the needs assessment during 1975-76.

TABLE VII-2

Comparison of Mean Scores from Needs Assessment 1975-76
to Needs Assessment 1977-78,
Student Development Services ACCTion Center

Item Group	Mean Score 1975-76	Mean Score 1977-78	Difference
General and Managerial Needs	2.56	2.84	.28
Status of Existing Programs	2.85	2.80	.05
Estimated Need for Further Development	2.46	2.29	.17

Achievement of Overall ACCTion Goals/Objectives, 1977-78

This section of the survey requests respondents to assess the achievement of ACCTion's overall goals/objectives during the 1977-78 academic year. The section was completed by both ACCTion Coordinators and chief campus administrative officers. The responses of these representatives of Student Development Services ACCTion Center colleges are reported in Appendix 7, p. A-218, Tables A-4.3 and A-4.8. It is important to note that the chief campus administrative officers have not been involved with ACCTion to the same degree as the ACCTion Coordinators. This factor could cause a considerable difference in perceptions between the two groups.

The opinions of the ACCTion Coordinators, chief campus administrative officers, and Center staff members within the Student Development Services ACCTion Center were compared on the questions of need to change and ability to change the overall student services program. Comparisons were analyzed by means of one-way analyses of variance; no significant differences were found. Thus, representatives of these three groups viewed the need and the ability to change similarly.

TABLE VII-3

Comparison of Mean Scores for Subsections of Achievement Review Section of 1977-78 Survey for Colleges Affiliated with the Student Development Services ACCTion Center

	ACCTion Coordinators	Chief Campus Administrative Officers	Difference
Achievement of Overall ACCTion Goals/Objectives, 1977-78	5.31	5.55	.24
Assessment of ACCTion Services	6.31	6.23	.08
Institutional Overview	5.02	5.09	.07
Inhibiting/Facilitating Effects of Institutional Factors	5.34	5.35	.01
Center Service Delivery	6.23	6.30	.07

With the exception of one area (evaluation of programs and services), at least one ACCTion Coordinator felt that the overall ACCTion goals/objectives had been totally achieved. Forty percent of the ACCTion Coordinators believe that the goal related to the development of an institutional plan for each college has been completely achieved, whereas only 21% of the chief campus administrative officers indicated complete achievement of this goal.

The highest mean and median response for both ACCTion Coordinators and chief campus administrative officers was the goal of providing a vehicle whereby two-year college personnel may gather together to exchange information and learn from one another: Coordinators had a mean of 6.30 and a median of 6.60; chief campus administrative officers had a mean of 6.25 and a median of 6.30.

This finding is substantiated by interview data and statements of results and outcomes used as a basis for the case studies. One of the most frequently cited outcomes of ACCTion involvement was the stimulation brought about through contact with others with similar concerns and problems, and the potential thus created for the development of possible solutions.

For both ACCTion Coordinators and chief campus administrative officers, the areas rated highest are the rendering of specific and individual assistance to two-year postsecondary institutions, the acting as a vehicle for the exchange of information, and the development of the institutional plan.

The overall mean for this section of the survey is 5.31 for ACCTion Coordinators and 5.55 for chief campus administrative officers, indicating that both groups see overall achievement of ACCTion goals/objectives as above average (see Table VII-3).

Assessment of ACCTion Services

In this section of the survey the ACCTion Coordinators and the chief campus administrative officers were asked to assess the effectiveness of ACCTion services and to indicate their satisfaction with these services. Some of those questions were repeated from last year's external evaluation survey; therefore comparisons can be made (see Appendix 7, p.A-218, Tables A-4.4 and A-4.9).

One hundred percent of the ACCTion Coordinators responding rated the effectiveness of ACCTion services in helping institutions achieve ACCTion-planned goals and objectives in the above-average to very high categories, with a median of 6.38 on a 7-point scale; 44% gave it the highest possible rating. In the question regarding satisfaction with services, all medians are above 6.21, indicating that there is a high level of satisfaction with ACCTion services.

The responses of chief campus administrative officers are very similar to those of ACCTion Coordinators. The range of medians is from 6.17 to 6.50 (for satisfaction with the amount of services and satisfaction with the quality of services, respectively).

Both the ACCTion Coordinators and the chief campus administrative officers gave the highest rating to satisfaction with the quality of services. This is consistent with last year's external evaluation report, in which quality of services received the highest rating from 92% of the ACCTion Coordinators responding. More extensive comparisons are not possible, since different scales were used each year.

The overall mean for this subsection of the survey for the ACCTion Coordinators is 6.31; that for the chief campus administrative officers is 6.23 (Table VII-3). This indicates that both groups are highly satisfied with ACCTion services.

Institutional Overview

In the next section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess institutional variables as they related to the ACCTion program (See Appendix 7, p. A-218, Tables A-4.5 and A-4.10).

ACCTion Coordinators of colleges affiliated with this Center rated the acceptance of and cooperation with ACCTion by the chief campus administrative officer, by other campus administrators, and by the college's faculty and staff as above average to very high (Table A-4.5). Eighty-nine percent, 88%, and 81%, respectively, rated this variable at 5.00 or above on a 7-point scale. On the basis of these responses, it appears that this Center has been very effective in involving campus personnel in the ACCTion program.

Opinions of the ACCTion Coordinators, chief campus administrative officers, and Center staff members within the Student Development Services ACCTion Center were compared on various questions by means of one-way analyses of variance. Where significant overall differences were observed, Newman-Keuls tests were computed to determine between which groups the differences were located. For this Center, a significant difference was found between the opinions of the ACCTion Coordinators and the Center staff members on the variable related to acceptance of and cooperation with ACCTion by the chief campus administrative officer. This can be seen in Table VII-4.

TABLE VII-4

Summary of Analysis of Variance and Newman-Keuls Tests for Cooperation and Acceptance of Chief Campus Administrative Officers for ACCTion Coordinators and Center Staff Members Under Student Development Services ACCTion Center

Source of Variance	df	F Ratio	p	n	Mean
Between Groups	1	5.42	0.02		
Between Coordinators				27	6.07
Between Center Staff				26	5.22
Within Groups	51				

The Center members, while rating the chief campus administrative officers positively,were significantly more critical than the ACCTion Coordinators.

Sixty-eight percent of the Coordinators felt that student development services received a relatively high rating among institutional priorities, rating it as 4, 5, 6, or 7. Only two Coordinators felt that this was a low institutional priority.

Fifty-nine percent of the Coordinators viewed the college's allocation of professional time to the ACCTion program as high to very high, with a median response of 5.73 on a 7-point scale. Only 37% rated the college's allocation of financial resources at this same high level, with a median of 4.92 on a 7-point scale.

Of the chief campus administrative officers responding, 63% (see Table A-4.10) rated the allocation of professional time at the high to very high level, with a median response of 5.35 on a 7-point scale.

Ninety-five percent of the chief campus administrative officers rated this variable in the three highest categories of 5,6 ,and 7, indicating that these officers feel that they are supporting the ACCTion program through a high allocation of professional time. Forty percent rated the allocation of college financial resources at this same high level, with a median of 5.10 on a 7-point scale.

Eighty percent of the chief campus administrative officers viewed student development services as receiving an above-average to very high rating among institutional priorities.

All (100%) of the chief campus administrative officers indicated an above-average to very high acceptance of and cooperation with ACCTion by other campus administrators, with 90% of these officers' ratings falling in the two highest categories. Ninety-five percent indicated high level of acceptance and cooperation by faculty and staff, with 79% in the two highest categories.

Inhibiting/Facilitating Effect of Institutional Variables

ACCTion Coordinators and chief campus administrative officers were asked to rate the inhibiting/facilitating effect of the institutional variables assessed in the previous section of the survey (see Appendix 7, p. A-218, Tables A-4.6 and A-4.11). High ratings indicate a facilitating effect.

Among ACCTion Coordinators, 74% (median response of 6.22) indicated that the acceptance of and cooperation with ACCTion by the chief campus administrative officer had a high to very high facilitating effect on ACCTion goal achievement. Only 42% (median of 5.25) gave this same rating to the variable related to the chief campus administrative officer's personal involvement in ACCTion activities. Acceptance of and cooperation with ACCTion by other campus administrators received a median response of 5.63 from ACCTion Coordinators; however, only 54% rated this variable in the two highest categories. Forty-five percent rated the acceptance of and cooperation with ACCTion by the college's faculty and staff in the two highest categories, with a median response of 5.33.

Two-thirds (67%) of the ACCTion Coordinators responding (median response of 4.18) indicated that institutional staff turnover in the student services area had an inhibiting effect on ACCTion goal achievement. Not one person viewed the variable as having no perceptible impact. Fifty-four percent of the ACCTion Coordinators gave the two highest ratings (median response of 5.6) to the ranking of student services in relation to other institutional priorities. Ratings of 6 and 7, the two highest categories, were given by 44% of the Coordinators to the allocation of college financial resources to the ACCTion program area, and by 63% to the college's allocation of professional time in the ACCTion program area, with means of 5.29 and 5.85, respectively.

Table A-4.11 indicates that chief campus administrative officers viewed the acceptance of and cooperation with ACCTion by other campus administrators and by the college's faculty and staff at much higher levels than did the ACCTion Coordinators. Eighty-five percent of the chief campus administrative officers (median 6.08) gave a 6 or 7 rating to acceptance and cooperation by other campus administrators; 75% (median 5.96) rated acceptance and cooperation by faculty and staff similarly.

Fifty-five percent (median 5.63) rated the student services area in the highest categories when ranking it in relation to other institutional priorities; this is consistent with the 54% (5.60 median) of the ACCTion Coordinators on the same variable.

The same consistency occurs in rating the inhibiting/facilitating effect of the allocation of financial resources and of professional time: 45% (median 5.25) of the chief campus administrative officers gave the two highest ratings to allocation of financial resources; 44% (median 5.29) of the ACCTion Coordinators did likewise. Sixty-five percent of the chief campus administrative officers (median 5.75) rated the facilitating effect of the college's allocation of professional time to the student services area as high to very high; 63% of the ACCTion Coordinators rated it similarly (median 5.85).

The effect of institutional staff turnover on ACCTion goal achievement varies tremendously from one institution to another: 35% of the chief campus administrative officers viewed this variable as inhibiting (categories 1, 2, and 3); 35% viewed it as facilitating (categories 5, 6, and 7); 30% viewed it as having no perceptible impact on ACCTion achievement (category 4). Yet none of the ACCTion Coordinators felt that this variable had no perceptible impact.

END

The mean scores for this section of the survey (see Table VII-3) are 5.34 for the ACCTion Coordinators and 5.35 for the chief campus administrative officers, indicating overall agreement between these two groups.

Center Service Delivery

In the subsequent section of the survey, ACCTion Coordinators and chief campus administrative officers were asked to assess the Center's service delivery in terms of the coordinating and facilitating skills of the ACCTion Center staff (see Appendix 7, A-218, Tables A-4.7 and A-4.12).

The responses of both groups are very positive on all variables, with a mean score of 6.23 for ACCTion Coordinators and 6.30 for chief campus administrative officers.

Variables ranked the highest by the ACCTion Coordinators (median response of 6.75) are professional competence and Center assistance in developing the institutional plan. The lowest median response is 5.18, to the variable insufficient/excessive regarding dissemination of information. Since a neutral response (4.00) is the most positive response regarding the latter variable, this above-average response may indicate that colleges are receiving more information than they can handle.

While still very positive, the two variables used to define the overall effect on the institution were not rated as high as most of the other variables in this section of the survey. The median response of ACCTion Coordinators was 6.31 for improvement in staff skills and 5.89 to the change in program development. The chief campus administrative officers rated these variables at 5.94 and 5.96, respectively, on a 7-point scale.

The overall mean scores for this section of the survey (see Table VII-3) are very high and thus represent agreement between the ACCTion Coordinators (6.23) and chief campus administrative officers (6.30) in their evaluation of the coordinating and facilitating skills of the Student Development Services ACCTion Center staff.

Multiple Center Membership

The final section of the survey requested responses to three open-ended questions, the first of which dealt with the advantages and disadvantages of multiple Center membership. This question was addressed to ACCTion Coordinators, chief campus administrative officers, and Center staff. Twenty-one Coordinators, 20 chief campus administrative officers, and all Center staff responded to this question.

Fourteen responses citing advantages to multiple Center memberships were given by the ACCTion Coordinators associated with the Student Development Services ACCTion Center. Among these specific reasons were the integration of services, the ability to get a greater return for their money and the opportunity to learn from many more colleges. One Coordinator commented that the institutions already have programs in the areas of the other Centers and could therefore benefit from the assistance. The disadvantages listed were primarily related to the lack of staff, time, and money needed for work in other areas.

Sixteen responses from chief campus administrative officers were in favor of multiple Center affiliation. Twelve of these cited specific advantages, including a more integrated, team approach; more efficient use of resources; more faculty involvement; and accelerated institutional development. Those who identified the disadvantages echoed the Coordinators in their concern for the lack of time, money, and staff to participate in the additional activities.

Student Development Services ACCTion Center staff members were asked to consider the advantages and disadvantages of restructuring ACCTion to allow participating colleges to associate with more than one ACCTion Center. Seven of the eight Center staff members responded that generally they viewed this possibility as a positive step in improving ACCTion services, for a variety of reasons. Change would be facilitated and occur faster, and more creative solutions to problems would be found. Several people noted that the needs of ACCTion-participating colleges do not exist in a vacuum, and that cooperative efforts would improve their ability to make program improvements in individual as well as cooperative functional areas. Several respondents also noted that the coordination between ACCTion Centers that would be required by multiple Center associations would provide a model for teamwork and cooperation sorely needed by the colleges.

Disadvantages mentioned were confusion in program planning, logistics, and financial matters. Lines of responsibility could conflict, leading, as one staff member noted, "to a drop in accountability [and] assessment of benefits gained." There is also the possibility that the decision-making process would be slowed and that decisions might become more costly in terms of staff time. In addition, one staff member noted that particularly for smaller colleges, ACCTion procedures are already complicated. The additional duties and responsibilities required by multiple affiliation would result in Center competition for already limited college staff time and effort.

In sum, although seven of the eight respondents foresaw disadvantages to multiple Center association, seven of eight also considered the advantages as outweighing the disadvantages, provided a suitable administrative mechanism is developed to implement multiple Center affiliation.

Suggestions for Change

The second open-ended question requested suggestions for change in the scope of ACCTion services/service delivery. This question was answered by 20 ACCTion Coordinators and 17 chief campus administrative officers. The remaining respondents appear not to have any suggestions to offer.

Twelve suggestions for changes in ACCTion were listed by the Student Development Services ACCTion Coordinators. These covered a wide range, including the following: more Thematic Workshops instead of Regional Workshops, increased Center staff, less paperwork, geographic dispersion of workshops, more site visits, and more evaluations on campus.

The chief campus administrative officers supplied 15 suggestions for change. Nine were for increases or expansions in present programs; three for new programs or new aspects of programs; and three were for changes in the process or the administration of programs. Of these last, one requested more experienced ACCTion staff, another less paperwork for the Coordinator, and a third more emphasis on the needs of private colleges. There was also a suggestion that the ACCTion staff visit the schools to evaluate coordination of ACCTion programs with the total college and make recommendation for improvement in the integration of the program.

Ability to Continue the Program

The final question was addressed to institutions that are ending their affiliation with a Center after three years. Eighteen Coordinators and 13 chief campus administrative officers commented on their institutions' ability to continue or expand changes without direct assistance from the Student Development Services ACCTion Center.

Nine of the Coordinators working with the Center indicated that their programs would continue at the same or almost the same level after they ended their affiliation with the SDSAC. They stated that the skills learned will keep the activities moving. Three, however, foresaw weakening or cutbacks in student development services at their institutions.

The chief campus administrative officers' opinions were generally more positive than those of the Coordinators. Thirteen indicated that the student development services program at their institutions would continue, although they would miss the exposure to other schools. Four chief campus administrative officers were concerned about their institutions' continued progress in this area.

The Advisory Board

Each member of the Student Development Services Advisory Board was sent a survey requesting a listing of the major responsibilities of the Advisory Board and a rating of the success of the Advisory Board in carrying out each of these responsibilities. In addition, Advisory Board members were asked to describe and evaluate their relationship to the staff at the Center; to describe the contributions of the Advisory Board to the success of the Student Development Services ACCTion Center; and to offer recommendations for changing the structure and the composition of the Advisory Board and the interaction of the Advisory Board with the Center staff.

Responsibilities. Members of the Student Development Services Center Advisory Board, asked to list the five major responsibilities of the Board and to rate success in achieving them, responded with a wide variety of possibilities. In only two areas, resources and program evaluation, did more than half of the seven agree about responsibilities. Other areas considered important by two or three respondents were program, direction, providing input from campuses to the Center, serving as a sounding board for ideas, serving as part of a communications network, and serving as a consultant in matters of special interest. In all these areas the Advisory Board members rated their achievement as at least moderately, if not very, successful.

In only two areas were ratings listed as low or very low: coordination with other ACCTion Boards and keeping abreast of developments in other ACCTion Consortium areas -- two closely related parameters mentioned by the same respondent.

Other functions mentioned once include future planning, advice on current problems, recommendations on new Center programs, promotion of ACCTion program and Center activities, encouragement of interaction between Centers and staffs, reaction to prepared materials, and national educational input. Although several of these may be closely related, they were stated in different terms, allowing for interpretation in various ways. Generally, however, all were viewed as being successfully achieved by the SDSAC Advisory Board.

Center Staff Comments. Much less general agreement occurred when the Center staff was asked to define the five major areas of responsibility for the Center's Advisory Board. In only two areas did more than half the respondents agree on functions: the recommendation of program improvements and the provision of consulting services to the Center staff. In the former area, the Advisory Board was rated as achieving excellence; as consultants they were rated as moderately successful. Other functions identified by three or four Center staff members were recommendation of new program directions, reviews of the success of current programs, and identification of strong programs throughout the nation that warrant study or visits by Center staff. In addition to these, in the estimation of the Center staff the Advisory Board provides a general program review, input on local needs, support for the efforts of staff personnel, identification of issues for planning purposes, suggestions as to technical consultants, and public relations.

The general ratings for the functions on which there is less agreement fall between 4 and 6 on a 1-to-7 scale (with 7 indicating a very high level of success). In only one area did the staff evaluate the Advisory Board's success as below the middle of the scale: in review of the general program, it was rated at 3.5.

Half the respondents to this question chose to list only three areas of responsibility for the Advisory Board; two respondents noted that "the Center has not been pleased with its ability to effectively utilize advisors."

Relationships. The relationship between the Center staff and the Advisory Board members was invariably described as excellent -- warm, friendly, and open. The only suggestions for improvement in this area were an increase in face-to-face meetings and definition of lines of communication.

Contributions. In describing the contributions of the SDSAC Advisory Board to the Center's success, six of the seven respondents noted positive input: The Board suggests new approaches, helps the Center keep national perspective, and provides program evaluation contributions. Other responses included "keeping the focus of the program on the needs of participating colleges," encouraging better use of advisors, and providing information on model programs and plans. In one instance, a respondent noted that as individuals the Advisory Board was "probably significant," but that otherwise "no measurable contribution to the success of the Center was made by the Advisory Board."

Suggestions for Change. A number of suggestions were made for facilitating the operation of the Center through changes in Advisory Board structure, composition, and interaction with Center staff. As one respondent noted, "the concept of the Advisory Board is good, but there are logistical problems -- distance and time for example." To reduce these logistical difficulties, it was suggested that more face-to-face meetings be held and that perhaps a Board composed of members from more limited geographical areas would be more functional. An additional structural change would give the leadership of the Advisory Board to someone outside the ACCTion Center staff.

To improve Board activities through changes in composition, it was recommended that several members be included who "are on the cutting edge of new developments in Student Development," along with continuing the membership of representatives of the ACCTion schools and Center staff. Generally, Board members felt that the composition of the Board is well conceived. As one respondent stated, "it is extremely important that the various ACCTion Centers have members of their Advisory Board who represent a different discipline and background than the Center . . . Interaction is an extremely important function."

Improvements might also be effected through definition of roles and functions of the Advisory Board, including setting objectives and holding the Board accountable. Generally, expanded participation of the Board in planning sessions and in program direction were also mentioned as possible means of improving Board activities, as was more frequent reaction to plans made.

All respondents considered the interaction of the Advisory Board with Center staff to be positive.

Other Findings

Interview data revealed the following major findings:

- ACCTion has provided ideas which the colleges have put into practice.
- Affiliation with ACCTion has provided opportunities for colleges to see how good they really are, to gain confidence in what they are doing.
- ACCTion has demonstrated shared decision-making, which has affected administrative functioning at the colleges.
- ACCTion has provided an awareness of the value of counseling; colleges feel that this and other things learned from ACCTion will improve their student retention rates.
- Colleges have allocated more money to student services than they did prior to their affiliation with ACCTion. One college reported doubling its administrative budget to provide additional support for student services.
- Affiliation with ACCTion has resulted in the college staffs' working more as teams.
- Presidential attitudes toward student services have improved as a result of ACCTion activities.
- ACCTion has provided professional growth for staff members, enabling them to get special training and skills needed to help students.

- Affiliation with ACCTion has produced more emphasis on students at participating institutions.
- Some colleges reported that the entire faculty met for the first time, a suggestion of the ACCTion staff.
- Students have been directly affected as student services personnel learned how to run workshops for students.
- Students have become involved in the process of evaluation, which in some cases has led to the revision of the student government.
- Although changes would probably have occurred eventually, they have been speeded up by the affiliation with ACCTion.
- ACCTion's services are assessed as being of very high quality. Personnel have extensive experience in student development and know the problems of institutions.

VIII. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions are based on the Findings section of this report (Chapters III-VII). The conclusions and recommendations are presented for the Consortium as a whole. They are organized according to the five criterion sets: 1.0 , Needs Assessment; 2.0, Program Planning; 3.0, Implementation Design; 4.0, Actual Implementation; and 5.0, Results/Outcomes. (For a more detailed description of the criterion sets, see page 10.)

In addition, specific conclusions related to each Center are presented.

1.0 Needs Assessment

Conclusion 1.1

A needs assessment instrument is completed annually by ACCTion-participating institutions. Some of the Centers update these instruments yearly to reflect the experience of the past year. These needs assessments are compiled by the ACCTion Coordinating Office and used by the Centers to determine technical assistance to be offered during the year.

Conclusion 1.2

Although the Center staffs encourage broad participation by college personnel in the completion of the needs assessment instrument, there is no precise method for identifying those who actually participate in the process.

Recommendation 1.1a

That the Center staffs continue to work with college personnel to strengthen the needs assessment process. Center staff should assist the colleges in the development of specific, measurable objectives based on data derived from the needs assessment.

Recommendation 1.1b

That the Centers prepare their own specific, measurable objectives based upon the nedds assessments. The following elements should be included in the statement of objectives:

Who	Who is the person (or group) of which the behavior is expected?
What	What specific behavior or activity is desired?
Measurement/ Evidence	What specific measures will be used to determine achievement of the behavior or activity?
Time Frame	What is the projected date for bringing about the desired behavior?
Proficiency/ Success Rate	What is the expected proficiency level? How many persons must demonstrate the behavior or take part in the activity to indicate success in the achievement of the objective?

Recommendation 1.2

That the needs assessment instrument include provision for the identification of individuals who contribute to the needs assessment process. This identification will further encourage the input of additional personnel so that the needs assessment will represent a broader range of perceptions. This approach also increases the likelihood of continued support and participation of campus personnel in ACCTion-related activities.

END

2.0 Program Planning

Conclusion 2.1

The Executive Staff of ACCTion needs a more refined planning process. Specific operational planning at the Executive Staff level will result in improved planning tools.

Recommendation 2.1a

That the ACCTion Coordinating Office and the Center Directors continue to take necessary steps to develop a process for planning for the Consortium.

Recommendation 2.1b

That the ACCTion Coordinating Office review and approve an operational plan from each Center, which should include objectives, tasks, and performance evaluation measures. Such a plan would outline the Center's plan for activities for the year; including delegated responsibilities and time frames. The process would enable the ACCTion Coordinating Office to monitor Consortium activities and would build in greater accountability for the Center staffs.

Recommendation 2.1c

That more direct input be sought from the colleges in planning the Centers' programs and activities. Representative college personnel should be included in the planning process and should contribute to the decisions regarding technical assistance offerings. In the student development services and instructional areas, representatives of student bodies should also be included.

Conclusion 2.2

A review of the program plans prepared annually by each participating institution and submitted for approval to the Center reveals the following:

a. Each Center uses a different format even though basic types of information requested are similar.

b. The plans vary in length, from one page for colleges in one Center to more than 15 pages for colleges in another Center.

c. In some cases, the program plan was not received at the Center until as late as December or January of the current year.

d. For colleges in two of the Centers, objectives are written for each technical assistance activity selected, but there is no stated overall objective.

e. For colleges in two of the Centers, there is a stated overall goal, technical assistance activities are selected to assist in achieving the goal(s), objectives are stated for each activity, and evaluations and expected outcomes are delineated.

f. Most of the objectives for the year that have been stated by colleges are broad and virtually impossible to measure. Therefore, neither the college, the Center, nor the external evaluator can determine whether objectives have been achieved.

g. Program plans are generally overambitious.

Recommendation 2.2a

That a common format be developed for the preparation of the program plans so that all colleges are exposed to a similar planning process. This form should be developed cooperatively by the ACCTion Coordinating Office staff and the Center Directors.

Recommendation 2.2b

That all colleges be assisted in defining long-range (three- to five-year) goals in the functional area of their Center.

Recommendation 2.2c

That specific annual objectives be developed from these long-range goals. These objectives should be stated in specific, quantifiable terms, answering the questions who, what, by when, the measure of success, and the evidence to be used to substantiate the achievement of the objective (see Recommendation 1.1c). These specific objectives will eliminate the statement of overambitious goals and focus on objectives attainable within a reasonable period of time.

Recommendation 2.2d

That types of technical assistance selected should follow from the statement of the objective, not vice versa. Technical assistance should be used as one means toward the achievement of objectives, not as an end in itself.

Recommendation 2.2e

That an early deadline be established and adhered to for the submission of annual program plans. October 15 is recommended as a final acceptable date in order to allow for implementation of the program plan during the academic year.

Recommendation 2.2f

That Center staff exert tighter control over program plans. Assistance provided to the colleges in program planning in the functional area selected for concentration has affected the entire planning process at several institutions and has enabled a core of administrators to improve their planning skills. The impact of this will be apparent in future years.

Recommendation 2.2g

That continued flexibility be maintained in adjusting the actual program to reflect the changes that have occurred, since the annual needs assessment is done one year in advance.

Conclusion 2.3

One continuing concern is the issue of re-funding. Each year attention is devoted to preparing for the eventuality of not being re-funded. Thus specific program planning is at times postponed and not completed early enough in the year. This delays progress and does not allow for maximum use of resources.

Recommendation 2.3

That the ACCTion Consortium request assurance of multiyear funding and additional funds to provide support for long-range planning and other types of assistance suggested in this report.

3.0 Implementation Design

Conclusion 3.1

For many institutions, ACCTion has created initial opportunities for interinstitutional communication, enabling personnel to exchange ideas with others in similar positions and thus to enlarge the scope of the thinking and of the possibilities available. Such stimulation is an essential ingredient for institutional development; and yet most developing institutions view their financial resources as essential for other priorities.

Conclusion 3.2

ACCTion represents an excellent system for the delivery of services. By consolidating expertise in four Centers, a corps of experts is developed and available as needed to strengthen programs and upgrade staff skills within one functional area at developing institutions. The depth and breadth of knowledge of Center staff members could never be available to a single institution using its own resources.

Conclusion 3.3

ACCTion staff are available on an ongoing basis throughout the year, providing needed support and advice as institutions take the risks involved in attempting changes.

Conclusion 3.4

Although there appears to be extensive interaction between most individual Center staffs and the affiliated institutions, the ACCTion Coordinating Office staff appears to have a minor role in direct interaction with the ACCTion-participating institutions. Yet both ACCTion Coordinating Office staff and Center staff view public relations as a major purpose of the Coordinating Office staff. Leadership and dissemination of information are other areas considered major responsibilities of the ACCTion Coordinating Office.

Recommendation 3.4

That the staff of the ACCTion Coordinating Office maintain a more visible profile in relation to the ACCTion-participating institutions. There should be an increase in the direct contact between this staff and the individual schools. On-site visits by Coordinating Office staff members should be incorporated into the annual visitation schedule compiled by each Center.

Conclusion 3.5a

During the process of data collection, several individuals from ACCTion-participating institutions expressed an interest in working concurrently with more than one ACCTion Center. Survey responses to a question addressing this issue are varied. Most respondents state that multiple Center affiliation would be desirable for the purpose of integrating programs and extending institutional involvement. However, many persons state that their institutions lack the time, money, and personnel to focus on more than one area at a time.

It is clear that there are some institutions that are able to proceed more quickly and that have the resources to be involved in the development of more than one functional area at one time.

Conclusion 3.5b

The requirement that an institution remain affiliated with one Center for three years is another area of concern among ACCTion-participating colleges. For various reasons, some colleges are able to devote sufficient time and resources to an area to attain their objectives in less than three years. There are also institutions that need to remain with one Center for more than the three-year period. Some colleges did not have sufficient knowledge of what was involved in strengthening the community services program, or the student services program. It has therefore taken these colleges a longer time to reach a certain point in their development, and they have a continuing need to remain with their current Center beyond three years.

In order to determine whether the number of years the colleges were affiliated with the ACCTion Center affected changes in their responses to the needs assessment survey, a one-way analysis of variance was computed. The independent variable was the number of years, either 1, 2, or 3, with the particular Center. The dependent variable was the difference between the pre and post assessment scores on individual questions. Only questions in which significant differences between pre and post assessment scores were observed in previous analyses were considered. This analysis was designed to determine whether time in the program was a major determinant of changes in responses. Where significant time differences were observed, a series of Newman-Keuls tests were computed to determine exactly how long the colleges had to be with the ACCTion Center for differences to be observed.

Prior to the one-way tests, a series of F_{max} tests were computed to see if the assumption of homogeneity of variance was met for the analysis of variance. In more than 95% of all of these F_{max} tests, the individual cell variances did not depart significantly from homogeneity. Therefore, the analyses of variance could be interpreted with good confidence. Since most of the schools were with their respective Centers for the full three years, the numbers within each cell for the analyses of variance differed. Therefore, prior to the analyses, a correction for unequal N's using Tsao's solution was used.

The results of the analyses of variance may be seen in Tables VIII-1 through VIII-4. In almost every case, the mean differences for all three time groups were in the positive direction. That is, the second time the survey was given, personnel in the colleges generally responded that there were less pressing general and managerial needs, that their existing programs were better developed, and that there was less estimated need for further development. Although only a few of the analyses showed significant time differences, a trend in the mean gain scores was observed.

On almost all questions, a larger difference was observed for colleges with either one or two years of contact than for institutions with the full three years of contact. In addition, in many cases, the gain score over the first year was larger than that for the second year. The great majority of significant differences occurred in schools affiliated with the Community Services ACCTion Center and the Instructional ACCTion Center. However, the pattern of significant main effects was different for the schools with these two Centers. For the Community Services ACCTion Center schools, large mean changes were observed in the gain scores for colleges affiliated with the Center for either one or two years. A much smaller change was observed for those schools with the Center for three years. However, for the Instructional ACCTion Center colleges who were in the program either one or three years reacted similarly. Colleges in the program for two years had significantly larger changes from the pre to the post assessment survey.

Therefore, it may be concluded that although the Centers had a positive effect on all of the schools, there may not be a need for as long a period of contact as three years. A good deal of the statistically significant changes in all of the colleges could be observed after one or two years of contact.

Recommendation 3.5a

Attention should be given to developing flexible time and affiliation arrangements to better meet the needs of the institutions affiliated with the ACCTion Consortium. Decisions regarding the length of time required and the number of simultaneous

TABLE VIII-1

Summary of the Analyses of Variance on Individual Questions for Colleges Affiliated with the Student Development Services ACCTion Center for 1, 2, or 3 Years

Item	F ratio	F probability
I. General and Managerial Needs		
Establish philosophy, goals and objectives	0.613	0.550
Design and organization of program	0.333	0.720
In-service staff development and training	0.197	0.822
Evaluating student development programs and services	1.280	0.296
II. Status of Existing Programs		
Student information systems	0.760	0.480
Staff development of group counseling skills	1.362	0.278
Career development, sensitivity and awareness enhancement	1.813	0.188
Student leadership training	1.062	0.364
III. Estimated need for Further Development		
Student employment opportunities	4.045	0.034*
Staff development of general counseling skills	2.593	0.100
Staff development of group counseling skills	2.027	0.159
Career development, sensitivity and awareness enhancement	3.414	0.057
Program evaluation	3.332	0.058

* $p < .05$

TABLE VIII-2

Summary of the Analyses of Variance on Individual Questions For Colleges Affiliated with the Resource Development ACCTion Center for 1, 2, or 3 Years

Item	F ratio	F probability
I. General and Managerial Needs		
Establishing goals and objectives	0.697	0.508
Developing internal operational procedures	0.429	0.657
II. Status of Existing Programs		
Helping locate resource development information	0.914	0.418
Identification of priority projects	1.789	0.192
Use of consultants	1.388	0.273
Securing resources through state programs	1.519	0.243
Securing resources through private foundations	0.985	0.389
III. Estimated Need for Further Development		
Helping locate resource develop information	1.612	0.223
Identification of priority projects	0.625	0.545
Researching and analyzing funding sources	1.721	0.201
Staff development/training	2.447	0.110
Securing resources through private foundations	2.710	0.087
Securing resources through corporations	2.935	0.073

TABLE VIII-3

Summary of the Analyses of Variance on Individual Questions for Colleges Affiliated with the Community Services ACCTion Center for 1, 2, or 3 Years

Item	F ratio	F probability
I. General and Managerial Needs		
Establishing goals and objectives	1.790	0.203
Structuring and organizing a community service program	5.409	0.015*
II. Status of Existing Programs		
Evaluating community services program	3.609	0.049*
Recreation/physical education	3.220	0.073
Vocational/supplemental home economics	8.315	0.006**
Women's studies programs	4.582	0.028*
III. Estimated Need for Further Development		
Development of senior citizens programs	30.952	0.000**
Distributive education	7.030	0.005**
Pre-career education/secondary level	3.971	0.041*

* $p < .05$
** $p < .01$

TABLE VIII-4

Summary of the Analyses of Variance on Individual Questions for Colleges Affiliated with the Instructional ACCTion Center for 1, 2, or 3 Years

Item	F ratio	F probability
I. General and Managerial Needs		
Establishing goals and objectives	1.786	0.193
Structuring and organizing faculty and staff development program	1.623	0.220
General management of a faculty and staff development program	6.036	0.009**
Developing internal operational procedures	3.444	0.052
II. Status of Existing Programs		
Identification of student learning difficulties	3.073	0.073
Use of audio-visual software	2.339	0.136
Development of criterion-referenced instructional evaluation	2.202	0.138
Definition and implementation of student development studies	2.377	0.114
Awarding credit for life experiences	0.253	0.779
Development of instruction related to industrial requirements	5.221	0.014*
III. Estimated Need for Further Development		
Development of criterion-referenced instructional evaluation	4.850	0.018*
Instructor evaluation	8.224	0.002**

* $p < .05$
** $p < .01$

Center affiliations should be based on specific, measurable criteria. The establishment of such guidelines will give institutions a yardstick against which to measure their attainments and will provide goals toward which an institution can strive.

Recommendation 3.5b

That Centers should reassess institutions at the end of two years to determine their progress toward achieving their long-range objectives. Consideration should be given to institutions that feel ready to move to another Center at that time.

Conclusion 3.6

Considerable diversity regarding Advisory Board responsibilities is shown in the responses from Board members and Center staff members. The resources of the Boards are not always effectively capitalized upon and their input is not always requested.

Recommendation 3.6

That guidelines be developed for the roles and responsibilities of the Advisory Boards. These guidelines should be general and allow for specific interpretations by individual Center staffs to allow the Board to respond to specific Center needs.

Conclusion 3.7a

In developing the case studies from the information given to the END staff, a great number of problems arose. Instructions to the Center Directors (from the Executive Director of the ACCTion Consortium, in a memorandum dated February 16, 1978) speak to a common format to collect the information. Such a format, reviewed by the END staff, was attached to the memorandum.

Since each Center chose to revise the format, the result was a lack of consistency in data. Some colleges included institutional characteristics; some did not. Some included a description of the involvement in ACCTion; some did not. Some focused on outcomes related to stated objectives; some made broad, general statements. Some included spinoff or ripple effects; some did not. Some were long and some were short.

Conclusion 3.7b

The lack of specific, measurable objectives for most colleges served to further complicate the statement of actual accomplishments achieved as a result of involvement with ACCTion. Without such objectives, results and outcomes were also presented in broad, general terms. New techniques, necessary hardware, etc., are admirable accomplishments; but results need to be more specifically stated if the actual impact of a program is to be assessed.

Conclusion 3.7c

In most cases, information was not provided regarding institutional capabilities prior to involvement with ACCTion. Without these baseline data, it is difficult to make an evaluation of the progress of an individual institution.

Conclusion 3.7d

Material received from the Community Services ACCTion Center was late in arriving and contained insufficient information with virtually no direct outcomes. However, the material presented a good listing of uses of technical assistance. Three or four sentences were used to summarize three years' involvement with the ACCTion Consortium.

Recommendation 3.7

There are times when the use of a common format is advantageous to the ACCTion Consortium. END recommends that under such circumstances the ACCTion Coordinating Office staff and the Center Directors should agree to a common format.

In the course of the next year, decisions can be made regarding which forms should be used by all Centers and the circumstances under which this is to take place.

Conclusion 3.8

The ACCTion Consortium has developed an outstanding network of communication between the Centers and the ACCTion-affiliated institutions. Internal communication functions well at the Executive Staff level and within Centers. The Evaluation Group provides opportunities for some Center staff members from the different Centers to share ideas, problem solutions and concerns. All staff members should have more opportunities for formal face-to-face interactions to learn about each other's programs and to share successes and frustrations.

Recommendation 3.8

That the ACCTion Coordinating Office take the leadership to provide more occasions for Center staff members to interact so they have current information about all Center programs and can share new techniques and skills.

That all members of the Center staff be included in brainstorming sessions as plans for the implementation of programs are developed.

4.0 Actual Implementation

Conclusion 4.1

Among the four Centers, all the statistically significant differences in the survey section entitled General and Managerial Needs were shown to indicate positive change. In all Centers, the variable related to the establishment of philosophy and goals showed significant positive development in the three-year period. Another variable showing significant improvement in all Centers is that related to designing and structuring the programs in that functional area. Two out of four Centers also showed significant growth in the evaluation of programs, while all Centers showed a general trend in the direction of less need on this variable.

Comparison of the needs assessment results for 1977-78 with those from 1975-76 indicates great change, growth, and development in the three-year period since these colleges affiliated with ACCTion.

Thus, END concludes that the ACCTion Consortium is meeting many of the needs of the two-year affiliated colleges -- needs identified through the needs assessment instrument.

Conclusion 4.2

All data indicate that the colleges feel that the ACCTion Consortium provides a vehicle for two-year personnel to meet each other, to exchange information, and to stimulate change. Survey questions addressing this objective invariably received a high rating. Case studies and interview data corroborated the fact that the network of communication established by the ACCTion Consortium is having a marked impact on the involved institutions, making changes occur more rapidly than they would have without the existence of ACCTion.

Conclusion 4.3

Two other areas that received consistently high ratings addressed the effectiveness of ACCTion services and satisfaction with these services. END concludes that the ACCTion-affiliated colleges feel that ACCTion is meeting their needs in their component area and that they are satisfied with the services provided. This in turn is a tribute to the staff of the ACCTion Consortium, whose dedication and commitment to the improvement of two-year colleges is apparent to the campus personnel working with them.

Conclusion 4.4a

In general, the Coordinators and the chief campus administrative officers are satisfied with the present structure of the ACCTion Consortium. All the suggestions for change applied to increases either in the amount of funding (controlled by the Office of Education) or in the quantity of services provided (controlled by the level of funding). Not one suggested a reduction in any area.

Conclusion 4.4b

One item that continually surfaces in the survey and interview data is a great need for overall institutional management development activities.

Recommendation 4.4

That the ACCTion Consortium continue to search for resources to develop and provide the kinds of management training needed by the personnel at ACCTion-affiliated institutions.

Conclusion 4.5

Some factors appear to facilitate progress in the ACCTion program area. Most noticeable among the facilitative factors is the acceptance of and cooperation with ACCTion by the chief campus administrative officer. Other factors inhibit progress toward ACCTion goal achievement. Most noticeable of the inhibiting factors, judging from the survey results, is institutional staff turnover in the ACCTion program area.

Recommendation 4.5

That as Centers work with colleges, staff record factors that appear to inhibit or facilitate progress at a particular institution. This would enable Coordinators and Center staff to adjust the program plan to take these factors into consideration and would provide additional data when assessing the impact of ACCTion.

Conclusion 4.6a

There is a strong relationship between the college's allocation of professional time to the ACCTion program area and the college's allocation of financial resources to the ACCTion program area. In all responses to this survey question, the allocation of time was rated higher than the allocation of financial resources; and in many instances, the Coordinators rated the allocation of financial resources at a lower level than did the chief campus administrative officers. This indicates that although responses are generally positive, there is a difference in how the two groups perceive the institution's commitment to the ACCTion program.

Conclusion 4.6b

Although this is a continuing goal for the ACCTion Consortium, the responses to the 1977-78 survey from the chief campus administrative officers indicate that many of them are not actively involved. Yet this officer is ultimately accountable for the ACCTion program on his/her campus; and survey results indicate that his/her acceptance of, cooperation with, and involvement in ACCTion programs are factors that generally facilitate ACCTion goal achievement.

Recommendation 4.6

That a more extensive program be implemented to involve the chief campus administrative officers in the ACCTion Consortium.

Conclusion 4.7a

The internship experience initiated by the Community Services ACCTion Center appears from the initial evaluations to have provided a meaningful experience. It was a new form of technical assistance not previously provided by the ACCTion Consortium.

Another new form of technical assistance tried this year was the mini-grant, given by the Instructional ACCTion Center. This also appears to have had positive effects.

Conclusion 4.7b

A number of comments were made by personnel at ACCTion-participating institutions indicating that the Regional Workshops did not meet their needs as well as other forms of technical assistance. They felt that some of the workshop sessions were superficial and not related to their specific needs. At times, the presentations covered information already familiar to participants.

Recommendation 4.7

That ACCTion staff continually search for new and different approaches to the provision of technical assistance to meet the needs of the participating colleges.

The possibility of additional internship experiences should be explored, and follow-up evaluations of the internships should be made after six months to insure that the experience in fact affects the program at the institution.

Conclusion 4.8

ACCTion has established a network of communication among developing two-year institutions to keep campus personnel informed about new developments and resources.

Conclusion 4.9

Each of the four Centers of the ACCTion Consortium has developed an organized, efficient system for retrieval of information, thus allowing for a timely response to requests by member institutions.

5.0 Results/Outcomes

Conclusion 5.1

ACCTion is clearly serving many of the needs of the affiliated two-year colleges.

Conclusion 5.2

ACCTion appears to reach a greater number of people per dollar than other externally funded programs, thus making it a cost-effective operation.

Conclusion 5.3

By focusing on one area of operation for each college, ACCTion has enabled participating colleges to feel a sense of accomplishment and of satisfaction.

Conclusion 5.4

ACCTion provides the seed money to explore an idea, the impetus to see a project through, and the external source to foster accountability.

Conclusion 5.5

ACCTion Consortium funds are incentive funds and generate substantial investment by the institutions affiliated with the Consortium. Yet specific documentation of these direct and indirect costs to the institutions does not exist. It is therefore difficult to measure precisely the extent of ACCTion's impact. When questioned about this during interviews, most ACCTion Coordinators and chief campus administrative officers generally felt this information could be provided. A few, however, felt that it would necessitate too much paperwork as they envisioned the system.

Recommendation 5.5

That the Executive Staff of the ACCTion Consortium devise a simple form to be used by all four Centers and thus by all participating institutions that would allow for the recording of financial information in a simple and direct way.

Conclusion 5.6

Although there is a well-defined internal evaluation system for each technical assistance activity, to assess impact significant data have not been systematically recorded.

Recommendation 5.6a

That the ACCTion Coordinating Office staff and the Center Directors define the variables to establish a data base. The systematic recording of these data will provide a basis against which to comapre future data and thus measure the impact of ACCTion on each institution.

Recommendation 5.6b

That the variables selected focus on data that is not as susceptible to subjective biases as are opinion surveys.

Recommendation 5.6c

That Center staff monitor the achievement of institutional objectives in the functional area of operation. If objectives are stated in measurable terms, this procedure will be simplified.

Conclusion 5.7

Since the ACCTion Consortium works with the largest number of colleges of any Consortium, there is great need for careful monitoring to satisfy the U. S. Office of Education and to justify continued funding.

Recommendation 5.7a

That Center staff reorganize their financial information so that detailed data can be recorded to determine the cost of technical assistance per activity. This should include planning time, on-site time, and other staffing costs. Such information, combined with the evaluations completed by participants, would enable each Center to determine the most cost-effective means of delivering assistance.

Recommendation 5.7b

That results, outcomes, and accomplishments be reported in a more consistent manner. The ACCTion Coordinating Office, in conjunction with the Center Directors, should design formats to unify the presentation of information.

Recommendation 5.7c

That the collection of these common formats be compiled into a procedures handbook for the ACCTion Consortium.

Recommendation 5.7d

That the ACCTion Coordinating Office staff provide the leadership to insure that agreed-upon procedures are put into practice.

Conclusion 5.8a

Many of the participating institutions' personnel have a much clearer understanding of the scope and the possible direction of the activities in the functional areas served by the ACCTion Centers than they did when their institution joined ACCTion. The result is a more realistic estimation of what is achievable and of the capability of the institution to meet expectations.

Conclusion 5.8b

Most colleges completing three years with one ACCTion Center indicate that the programs initiated during the past three years will continue in some form. However, most indicate that some contact with their original ACCTion Center would be helpful for campus personnel.

Recommendation 5.8a

That some opportunity be provided for campus personnel to convene and to share concerns as they continue without the direct assistance of the ACCTion Center staff. Colleges should be encouraged to consider funding such a meeting. Colleges could take advantage of Regional Workshops and send additional personnel. The program for the Regional Workshop should include a meeting, by Center, of those who were formerly affiliated with that Center. Such support, through the opportunity to share progress and problems, will help insure the continuation of programs.

Recommendation 5.8b

That newsletters continue to be sent to institutions formerly affiliated with a Center.

Recommendation 5.8c

That the summative evaluations of subsequent years assess how many of the changes initiated during the first three years are continuing, supported by the colleges. This will provide some longitudinal data on the long-range impact of the ACCTion Consortium on affiliated two-year institutions.

Community Services ACCTion Center

The following conclusions relate specifically to the Community Services ACCTion Center. These conclusions are derived from two sources and are thus divided into two parts: first, conclusions from the survey data analyzed in Chapter IV; second, a summary of the major results/outcomes detailed in the case studies in Appendix 6, pp. A-108 through A-126.

Conclusions

- Significant positive change in the establishment of goals and objectives is indicated by the personnel at the institutions affiliated with the Community Services ACCTion Center.
- These institutions indicate that ACCTion has had a significant impact on their efforts to structure and organize community services programs and to develop appropriate evaluation techniques for these programs.
- ACCTion is responding to changing needs and national trends in higher education, specifically in the areas of women's programming and recreation/physical education.
- The institutions affiliated with the Community Services ACCTion Center indicate that the Center has met their needs for program development in the areas of precareer education/secondary level, distributive education, and senior citizens' education. In these areas, their needs are significantly less than they were three years ago.
- The personnel at these institutions indicate that generally, the chief campus administrative officers have demonstrated a strong commitment to the ACCTion program area through the allocation of professional time and their continuing support of the program.
- There is great variation in the ACCTion Coordinators' perceptions of their schools' need to change the overall community services program.
- Institutional turnover in the ACCTion program area is not a problem for most of the colleges affiliated with this Center; however, there is a wide variation in the adequacy of institutional staff size to perform the necessary functions, as perceived by these colleges.

- There is general agreement that the involvement of the chief campus administrative officers has a pronounced effect on the achievement of ACCTion goals.

- ACCTion Coordinators feel that the community services program is not accorded a very high priority in relation to other institutional priorities.

- The ACCTion Coordinators and the chief campus administrative officers agree on the high quality of the Center's service delivery.

- Of special note are the very high ratings given by the Coordinators to the upgrading of staff skills and to the strengthening of programs at the institutions.

- Center staff members are unanimous in their overall negative response to the possibility of multiple Center memberships. They indicate that the overall impact of ACCTion would be weakened with further proliferation of component services.

Summary of Results/Outcomes

- Outreach into the community is receiving an increased amount of time and energy from most of the colleges affiliated with the Community Services ACCTion Center.
  - Many colleges are opening their facilities to the community.
  - Many are using local business people and artisans to augment their faculty and staffs.
  - Many are having open house to which the local community is invited in an effort to explain the purposes of the school and obtain local cooperation with the activities.

- Increases in total enrollment are a direct result of increased interaction with the community and community groups.

- For the first time most institutions affiliated with the Community Services ACCTion Center have instituted community-wide needs assessments.

Instructional ACCTion Center

The following conclusions relate specifically to the Instructional ACCTion Center. These conclusions derive from two sources and are divided into two parts: first, conclusions from the survey data analyzed in Chapter V; second, a summary of the results/outcomes detailed in the case studies in Appendix 6, pp. A-127 through A-150.

Conclusions

- Working with the Instructional ACCTion program has increased the awareness of the tremendous potential for improvement in instructional programming.
- Personnel at the affiliated institutions indicate that the ACCTion Center staff has provided individualized attention to each school.
- Evaluation has been an ongoing process, and there have been inputs each time a Center staff member has visited a campus.
- Institutions affiliated with the Instructional ACCTion Center for three years have exhibited positive progress in meeting managerial and general needs which had been identified in the original needs assessment instrument.
- The Instructional ACCTion Center has had significant impact on the development of faculty and staff programs at its member institutions.
- There is a general trend toward positive development in the program and technical areas for the institutions affiliated with the Instructional ACCTion Center.
- The development of mechanisms for the assessment of program effectiveness has been an important outcome for these affiliated institutions. The Coordinators, chief campus administrative officers, and Center staff members view the institutions' need to change and ability to change in a similar manner.
- Few of the respondents state that their schools have a great need to change the overall instructional program, indicating that ACCTion has been effective in bringing about changes with a positive impact on the instructional area.

- In terms of the effect on the overall institution, the respondents indicate that the Instructional ACCTion Center has been effective in upgrading staff skills and strengthening programs.

- The responses to questions assessing the coordinating and facilitating skills of the Center staff indicate that the Instructional ACCTion Center staff is viewed very positively on all variables.

- The chief campus administrative officers at the affiliated colleges appear to be very supportive of the ACCTion instructional program; this is seen as having a high facilitating effect on ACCTion goal achievement.

- Twenty-five percent of the ACCTion Coordinators indicated that the instructional program at their colleges is given an average or below-average rating in relation to other institutional priorities; 12% of the chief campus administrative officers rated this variable similarly.

Summary of Results/Outcomes

- Introduction to and assistance in obtaining new techniques for teaching courses are two of the most mentioned outcomes from affiliation with the Instructional ACCTion Center.
    - Regional and on-campus workshops have included topics on self-paced, competency-based and individualized instruction. Throughout the case studies associated with the IAC, reference is made to English, mathematics, and biology course that have been revised and expanded to include these techniques.
    - Instructional laboratories to assist students have been added or revised according to new skills and techniques acquired at or through involvement with ACCTion.

- Staff development programs stressing long-range growth plans and faculty evaluation procedures have been included by many of the institutions.

- The development of audiovisual materials, the establishment of media centers, and the training of faculty as instructional specialists are highly rated by the ACCTion Coordinators with the Instructional ACCTion Center.

- The needs of nontraditional students -- e. g., minorities, the handicapped, and older adults -- have been addressed in workshops and have provided new programmatic approaches for the institutions.

- Student surveys have been developed for incorporation as regular evaluation measures of teacher and program effectiveness.

Resource Development ACCTion Center

The following conclusions relate specifically to the Resource Development ACCTion Center. These conclusions are derived from two sources and are divided into two parts: first, conclusions from the survey data analyzed in Chapter VI; second, a summary of the major results/outcomes detailed in the case studies in Appendix 6, pp. A-151 through A-187.

Conclusions

- For colleges affiliated with the Resource Development ACCTion Center for three years, significant positive development has occurred in establishing goals and objectives and in developing internal operational procedures in the area of general and managerial needs.
- The institutions appear to be more involved with funding sources than they were before association with ACCTion. One of the significant changes for the institutions affiliated with the Resource Development ACCTion Center is their awareness of and contact with corporations and private foundations as potential sources of revenue. This is related to their increasing ability to locate and identify appropriate resource development information.
- ACCTion has helped chief campus administrative officers to see the benefits of an organized, formal approach to fund raising and of a staff that is devoted exclusively to expanding sources of funds for the institution.
- Campus personnel indicate that ACCTion has been very successful in achieving the goal of providing opportunities for two-year college personnel to interact with each other.
- The development of evaluation skills continues to be a concern among both the Coordinators and the chief campus administrative officers.
- The overall assessment of ACCTion services is very positive, indicating a generally high level of satisfaction with ACCTion services.
- Chief campus administrative officers report a significantly greater need to change and ability to change the overall resource development program than do ACCTion Coordinators and Center staff members.

- In general, ACCTion Coordinators indicate that the chief campus administrative officers at their institutions are both cooperative and involved with the ACCTion program and that their cooperation and involvement has a facilitating effect on the achievement of ACCTion goals.
- Some respondents indicate that the institutional staff in the resource development program is inadequate and that this has an inhibiting effect upon ACCTion goal achievement.
- Acceptance of and cooperation with ACCTion by the college's faculty and staff do not receive a very high rating. However, this rating is expected to change as more faculty members become involved in resource development activities.
- The institutional staff in the ACCTion program area and the allocation of professional staff time are viewed by the chief campus administrative officers as having the most facilitating effects on the ACCTion program.
- High ratings given by Coordinators and chief campus administrative officers to the continuity of relationships with the Center staff members and to the upgrading of staff skills contributes to the positive assessment of the facilitating and coordinating skills of the Center staff.
- Given the responses to the survey, one overall conclusion to be drawn is that there should be a demonstrable increase in the level of outside funding.

Summary of Results/Outcomes

- Increased awareness of and involvement in fund raising by chief campus administrative officers is one of the frequently mentioned outcomes of involvement with ACCTion.
- Increased space and support staff is another factor used to indicate an increase in support for the resource development activity. Prior to involvement with ACCTion, colleges often had little or no allocation of time or money to resource development activities. In some cases the types of resources readily available to the institutions were unknown (e. g., foundation directory, listings of federal grant programs, etc). New positions, such as vice-president for development, and development committees have been established.

- There is a concurrent trend toward increased awareness by and involvement of other faculty regarding the seeking of additional funds. The ACCTion Coordinator usually spearheads this aspect of resource development by supplying information relevant to the different academic specialties and arranging for ACCTion-sponsored workshops and consultants on campus.
  - Workshops featuring proposal writing or techniques of grantsmanship are among the most frequently presented workshops sponsored by ACCTion. This type of workshop draws participants from all disciplines.
  - Several schools have sent faculty to Washington, D. C., to read proposals and grant applications for NSF and NEH.

- There is a clear and substantial increase in the number and variety of proposals submitted by colleges affiliated with the Resource Development ACCTion Center.

- Many institutions now issue, on a regular basis, a newsletter that contains selected information originally distributed by the Resource Development ACCTion Center, information on ACCTion-related activities on campus and at other institutions, and notes on faculty and staff activities.

- One of the most frequently cited benefits from ACCTion participation is the developing or strengthening of an institution's foundation and/or endowment fund.

Student Development Services ACCTion Center

The following conclusions relate specifically to the Student Development Services ACCTion Center. These conclusions are derived from two sources and are divided into two parts: first, conclusions from the survey data analyzed in Chapter VII; second, a summary of the major results/outcomes detailed in the case studies in Appendix 6, pp. A-188 through A-216.

Conclusions

- Significant positive changes occurred in colleges affiliated with the Student Development Services ACCTion Center in the areas related to establishing philosophy, goals and objectives; design and organization of the program in accordance with the philosophy, goals and objectives; in-service staff development and training; and evaluating student development programs and services.
- All general and managerial needs variables showed greater development for colleges affiliated with this Center for three years.
- Significant development was recorded for student information systems; staff development of group counseling skills; development of counseling skills related to career development, sensitivity, and awareness enhancement; and student leadership training.
- The Student Development Services ACCTion Center has had significant impact on counseling skills, program evaluation, and career sensitivity at colleges affiliated with this Center.
- In terms of the achievement of overall ACCTion goals/objectives, those rated the highest are the rendering of specific and individual assistance to the colleges, the provision of opportunities for the exchange of information, and the development of the institutional plan.
- ACCTion Coordinators and chief campus administrative officers indicated high levels of satisfaction with the services of ACCTion.
- According to the survey results, the Student Development Services ACCTion Center has been very effective in involving the chief campus administrative officers and other campus personnel in the ACCTion program. However, in

terms of the acceptance of and cooperation with ACCTion by the chief campus administrative officers, this opinion is not shared by the ACCTion Center staff.

- There is a wide variation in the assessment of the variable relating to staff turnover and its effect on the achievement of the ACCTion program area goals. The ACCTion Coordinators indicate that it has an inhibiting effect, and the chief campus administrative officers are almost evenly divided among the opinions that it is inhibiting, has no impact, and is facilitating.

- Both the ACCTion Coordinators and the chief campus administrative officers view the skills of the ACCTion Center staff as facilitating the achievement of the goals of the ACCTion program at their institutions.

- The responses to the question relating to the dissemination of information indicate that the personnel at the institutions feel that they are receiving too much material at this time.

Summary of Results/Outcomes

- The development of nontraditional programming stands out among the achievements of schools associated with the Student Development Services ACCTion Center. Most of the affiliated institutions are experiencing changes in the composition of their student bodies.

- Interaction with representatives from other similar institutions is listed as a very important outcome of ACCTion involvement.

    - ACCTion Coordinators have been able to share their problems with and explore potential solutions with others who have had the same experiences.
    - Visitations to exemplary programs provide the Coordinators with opportunities to observe at first hand the implementation of successful relevant programs.

- New approaches to recruitment and retention of students is another frequently cited need which is being met by ACCTion services.

    - Contacts with high schools and the local community have been explored by many colleges.
    - Follow-up studies have been instituted and adaptations of services and programs are based on the responses obtained in these studies.

  - On-line computerized registration systems and phone-in registration programs are being introduced on many campuses.
  - Counseling and advising programs have been expanded into the evening hours to accommodate more students.
  - Faculty are receiving career-guidance training in order to improve the quality of service to students.
  - Women's programs, health service programs, and developmental studies programs are being offered.

- New management and admissions procedures have been emphasized, including training for administrators in developing a statement of institutional philosophy and goals.

  - Planning skills are being strengthened.
  - The development of team management techniques has affected decision-making processes.

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